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ABSTRACT

Conflict and violence on the part of adolescents and pre-adolescents has been a growing problem. Young people will respond to an "anti-gang message" if that message is delivered from their peer group. This manual describes a peer approach to impact young people about productive ways to handle conflict. Older students are trained to operate puppets and present age appropriate pre-recorded lessons to K-3 students. Younger students respond well and listen to the older students. At the 4th through 6th grade level, peer led activities are provided to use within the classroom. Students take turn leading activities, becoming "part of the solution" rather than "part of the problem." This manual covers the program through the following chapters: (1) The program: An introduction; (2) The kit: What you have and how to use it; (3) The need: Elementary conflict, gang & violence prevention is a must; (4) The puppeteers: Selection, training and techniques; (5) The method: K-3 puppet scripts and activities and the 4-6 peer led activities; (6) The facts: Conflict, gang & violence information for you, your staff and your parents; and (7) The results: How to evaluate the program and your students. (JBJ)

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Training Manual for

CHAMPS

Conflict & Gang Violence Prevention Using Peer Leadership

Developed by CHAMPS Peer Leadership, Inc.
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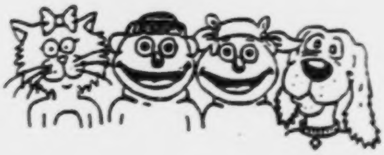

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This project was developed for the purpose of preparing school and community youth workers to train elementary youth to use a peer approach. They will then be able to teach younger students using puppets and other appropriate activities to resolve conflicts and prevent gangs and violence.

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Positive Peer

Skills

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SECTION I

THE PROGRAM:

An Introduction

ORIENTATION TO THE PROGRAM

Conflict and violence on the part of adolescents and pre-adolescents has been a growing problem. Young people do not realize the negative consequences of their behavior. They need to learn to resolve conflicts early and well.

Most people will say that the reason young people get into trouble is peer pressure from their friends. It is possible to turn peer pressure into a powerful positive force. Young people will respond to an "Anti-Gang message" if that message is delivered from their peer group. Although we do have a responsibility to provide youngsters with accurate information, an "information only" approach has not been proven to change behaviors.

In order to work smarter, not harder, we must utilize a peer approach to impact young people about productive ways to handle conflict. With our years of experience in the peer leadership field, and in particular with the CHAMPS Program, we know that a peer approach is the answer.

To make the program come to life, older elementary students (or middle school/high school peer leaders) are trained to operate the puppets. They present age appropriate pre-recorded lessons to K-3 students, complete with original music. The lessons come from the puppets; they have tremendous power to communicate positive messages. The older students present the program which immediately says to the younger students, "This is cool", "This is important". Younger students respond well and really listen to the older students.

At the 4th through 6th grade level, peer led activities are provided to use within the classroom. As students take turns leading the activities and events, they become "part of the solution" rather than just part of the problem. This simple, innovative, peer approach is easy to implement, and most importantly, gets results.

It is all here. Your task will be to set up your student puppeteer team or teams and have them deliver the pre-recorded scripted lessons to the primary grades. Assist the intermediate students in following the simple instructions for the peer led activities within each classroom. We have included a staff and parent in-service format to simplify the orientation of the adult groups.

All you need is within the covers of the manual and in your kit.

We hope you are as excited as we are to have a method to deliver this conflict prevention message to children. Don't make it difficult. Use our simple, innovative peer approach, and see the results.

KEY CONCEPTS
KEY QUESTIONS

KINDERGARTEN	-	Key Concept:	Conflicts Are Natural
		Key Question:	"Why Do People Fight?"
FIRST GRADE	-	Key Concept:	Talking Clearly and Listening Well is Important to Resolve Conflict
		Key Question:	"How Do People Get Along?"
SECOND GRADE	-	Key Concept:	Understanding Your Feelings & Others
		Key Question:	"How Do People Show They Care?"
THIRD GRADE	-	Key Concept:	Conflicts Have Solutions
		Key Question:	"What Is My Responsibility in Solving Conflicts?"
FOURTH GRADE	-	Key Concept:	People Can Learn to Resolve Conflicts Well
		Key Question:	"How Do I Improve My Conflict Resolution Skills?"
FIFTH GRADE	-	Key Concept:	Conflict Can Lead to Violence (and Gangs)
		Key Question:	"How Do I Avoid Gangs and Violence?"
SIXTH GRADE	-	Key Concept:	All Peers Can Mediate Conflict
		Key Question:	"How Do I Help Others in Conflict?"

GOALS AND OBJECTIVES

GOAL:

To increase the ability of elementary school students to deal positively with conflict, thereby decreasing the potential for violence and gang membership.

OBJECTIVES:

1. To educate local school staff as to the need to teach positive conflict resolution skills.
2. To utilize peer leaders to set a social norm regarding the healthy resolution of conflict.
3. To establish a commitment to the use of conflict resolution strategies and peer mediation.
4. To reduce the number of incidents of conflict, violence and gang activity.

STEPS TO PROGRAM IMPLEMENTATION

1. Select Conflict Prevention Coordinator and/or Conflict Prevention Team.
2. Conduct Staff Orientation.
3. Distribute materials for 4-6 Grade Teachers concerning Peer-Led Classroom Activities.
4. Select Puppeteers.
5. Practice with Puppeteers.
6. Pre-Test Students.
7. Conduct K-3 Puppet Shows.
8. Conduct 4-6 Peer-Led Classroom Activities
9. Post-Test Students.

THE CONFLICT PREVENTION TEAM

While one motivated coordinator can do a great job, CHAMPS suggests that schools identify a team of 3-5 people to coordinate the conflict prevention program, hereafter called the Conflict Prevention Team. The responsibilities of the Conflict Prevention Team are threefold:

- **To Understand the Program**
- **To Work With the Staff and Parents**
- **To Work With the Students**

To Understand the Program

- Review the logistics of CHAMPS Conflict Peer Leadership Program. (See Steps To Program Implementation on prior page)
- Familiarize themselves with the value of a peer leadership approach to education.
  (See The Method: Section V)
- Become informed about current gang and violence information. (See Conflict, Gang & Violence Information. Section VI)

To Work With The Staff

- Conduct Staff In-service
  (See Conflict, Gang & Violence Information and In-service Overhead Masters & Script. Section VI)
- Select grade levels for which each Prevention Team Member will take responsibility.

Suggestion:	K	=	4th grade
	1	=	5th grade
	2-3	=	6th grade

To Work With The Students

- Provide 4-6 grade teachers with classroom materials for peer-led lessons.

- Work with selected puppeteers to polish the show for your grade level. Practice at your convenience 2-3 times for 15-20 minutes each time.

- Make arrangements with K-3 grade teachers for their puppet shows. Provide each K-3 teacher with a copy of the script for their grade.

- Present Shows and Have Fun!

- Evaluate (See Section VII)

RATIONALE OF THE PROGRAM

CHAMPS Peer Leadership acknowledges that every child has leadership potential and that it is best developed through active use. Although many students are currently using their leadership abilities toward negative means, thus creating "negative peer pressure", CHAMPS has been able to provide schools with a methodology to convert this natural phenomenon into "positive peer pressure".

By literally asking children to "become part of the solution" to problems, students respond and are successful in finding solutions to which they are more committed and which then guide their behavior. This is most critical in the area of conflict, violence and gangs. No activity is more clearly peer driven than gang membership. And no age is more vulnerable, and therefore, more crucial to any prevention success than the elementary grades to which this program is focused. Students can learn to deal positively with each other in potentially conflicting situations. We believe we can help show you how to do it easily.

Upper elementary grade (4-6 grade) students, in teams of 4-5 students, prepare and present lessons, activities, and puppet shows to their peers and to younger grades. The influence of same age and slightly older peers is widely documented. A summary of the research is included in this section. Common sense and observation support the contention that peers influence peers, perhaps more greatly than any other force, yet most schools have not yet utilized this resource to its fullest.

CHAMPS methodology for utilizing peers is simple, fun, and it works. Peer leadership methodology means that schools are putting the students once more at the center of their curriculum and are using this potent force to motivate students, prevent negative behaviors, and provide student ownership for learning.

WHY USE A PEER APPROACH ?

THE RATIONALE

With the increasing demands on educators and youth service providers to meet the prevention needs of young people today, we must find a way to work "smarter, NOT harder". Students need to become our resources in solving the serious problems within our schools and communities. They most definitely can become part of the solution rather than just part of the problem. In fact, when they are seen as part of the solution, we are much more effective.

Traditional social science research basically focused on the adult/child interaction. Because of the school structure there was almost a negative bias toward peer influence. Student to student interaction was discouraged and sometimes even punished.

Over the last several years we have come to realize that:

- Peer pressure can be a positive force
- Peer interaction is conducive, perhaps even essential for early achievement
- Peers are becoming the primary relationship for development and socialization
- Peers influence:
    - Social Skills
    - Achievement
    - Sharing
    - Comforting
    - Self Esteem
    - Identity
    - Helping
    - Empathy

The rationale becomes simple. We need peers because:

- Adults are unable to provide sufficient social support.
- Peers may be the only support system available to some children.
- We must provide every opportunity for children to be a resource to each other.

When life skills are learned through experience and practice as they are in CHAMPS Peer Leadership, protective factors develop which insulate them against the destructive influences which they inevitably face in our society.

THE RESEARCH

Bonnie Bernard wrote in her publication *The Case For Peers* 1990, that "We need to adopt a peer resource model of education in which schools and classrooms are restructured so that youth from early childhood through late adolescence are provided ongoing, continuous opportunities to be resources to each other. I have referred to peer programs in the past (Bernard, January, 1988) as the 'lodestone to prevention', based on their effectiveness in reducing the rate of substance use in adolescence." The author goes on to say that the rationale for a peer resource model of education is absolutely compelling.

Two independent meta-analysis (Tobler, 1986; Bangert-Drowns, 1988), evaluating hundreds of prevention programs and strategies, each found that "peer programs are dramatically more effective than all other programs, even at the lowest levels of intensity (hours spent in prevention programming)" (Tobler, 1986 P.555).

According to Bangert-Drowns, when intensity was higher, the peer program effects were more pronounced. (1988)

CHAMPS Peer Leadership has trained thousands of adults who have in turn trained over 100,000 young people to be peer leaders. These children have been empowered to make a difference. These peer leaders have been fifth graders and sixth graders who have taken responsibility for the problems and issues in their schools and communities. The evaluation results compiled by the Arizona Governor's Office of Drug Policy and the Department of Education have been very impressive. In cross sectional studies of CHAMPS schools, general discipline referrals were down over 82.9%, vandalism down over 70%, and unexcused absences were reduced 20%. A copy of this evaluation report can be obtained by contacting the CHAMPS Peer Leadership office.

When we developed the CHAMPS Tobacco Prevention Peer Program for elementary schools, we knew peers must have a prominent place in the process. The current substance abuse prevention research is realizing the power of peers. You will see this power in action as the older students present puppet shows for the primary grades. Puppets communicate so well, and when older peers use the puppets, that's a winning combination.

References:

Bangert-Drowns, Robert. The Effects of School-Based Substance Abuse Education. *Journal of Drug Education*, 18 (3), 1988, 243-264.

Bernard, Bonnie. Peer Programs: The Lodestone to Prevention. *Prevention Forum* (Illinois Prevention Resource Center), January, 1988, 6-12.

Bernard, Bonnie. The Case for Peers. *Northwest Regional Educational Laboratory*, 1990, 1-9.

Tobler, Nancy. Meta-Analysis of 143 Adolescent Drug Prevention Programs: quantitative outcome results of program participants compared to a control or comparison group. *Journal of Drug Issues*, 16 (4), 1986, 537-567.

Summary Of
"The Case for Peers"
By
Bonnie Benard
December 1990

Introduction

A year ago I wrote an article for the Illinois Prevention Resource Center's *Prevention Forum* Newsletter which addressed the critical need for the prevention and education fields to change the framework from which they often view youth, to see children and youth not as problems which need to be fixed but as resources who can contribute to their families, schools and communities (Benard, January, 1990). In that article I discussed a powerful strategy for providing youth the opportunity to be useful contributing members of their communities- youth service. I still believe youth service programs at the middle, junior, and high school level can play a major role in reducing the alienation many youth feel from their families, schools and communities, a disconnectedness that often manifests in the social problems of alcohol/drug abuse, teen preganancy, and dropping out of school. However, what has become increasingly clear to me this last year is the need for children to experience themselves as resources from *early childhood on.* This means " youth service" must be a concept we infuse throughout our schools from the preschool level forward; "youth service" should not be another program or course tacked on to an already overfull curriculum. The chances that a semester of youth service will instill in an already alienated adolescent a sense of personal worth and value-after experiencing years of treatment as a "problem"- are slim.

What I am advocating in stating that the concept of youth service must be infused throughout our schools is none other than the adoption of a *peer resource* model of education in which schools and classrooms are restructured so that youth-from early childhood through late adolescence-are provided ongoing, continuous opportunities to be *resources to each other.* While I have referred to peer programs in the past (Benard, January 1988) as the "lodestone to to prevention, " based on their effectiveness in reducing the rate of substance use in adolesence, the rational for a peer resource model of education is so multifaceted and grounded in research evidence for the effectiveness of peer resource programs on youth's academic and social development is so compelling, I felt that a summary of these various bodies of reasearch supporting peer resource strategies should contribute to the prevention field's mission of working to create supportive environments that empower individuals to make healthy, positive decisions and to achieve their human potential.

The Rationales for Peer Resource Programming

I. Importance of peer relationships in social development

According to several child development researchers, in the United States social science research has focused almost exclusively on adult-child interaction-especially the parent-child relationship-as the critical vehicle for the socialization of children and youth (Berndt and Ladd, 1989; Johnson and Johnson, 1983; Damon and Phelps, 1989; Rubin,1990).

The following are a number of the ways in which, according to research, peer relationships contribute to a child's social and cognitive development and socialization:

1) Peer interactions are another *arena*-besides family, school, and community-

which provides support, opportunities and models for prosocial development.

2) Peer interactions, compared to interactions with adults, tend to be more frequent, intense, and diverse.

3) According to the Segals-and a Piagetian position as well-peers are especially critical in the development of internalized *moral standards*.

4) Through reciprocal peer interactions children learn to share, to help, to comfort, and emphasize with others. According to Piaget and other developmental psychologist, empathy (or perspective-taking) is one of the most critical competencies for cognitive and social development (Attili, 1990).

5) Through peer interaction children learn critical *social skills* such as impulse control, communication, creative and critical thinking, and relationship or friendship skills. In fact, the failure to develop social and relationship skills is a powerful, well-proven early predictor of later substance abuse, deliquency, and mental health problems (Kellam et al, 1982). Conversely, a huge body of research supports social competence as a predictor of life success (Attili, 1990).

6) Peer relationships have a strong influence on achievement (Ladd, 1990;Taylor, 1989; Dishion, 1990).

7) Lastly, peer interactions are powerful influences on a child's development of identity and autonomy (Bukowski and Hoza, 1989).

II. Importance of social support to positive outcomes

Besides the critical importance that child development research has identified that peer interactions play in social and cognitive development, in the fields of community psychology, social anthropology, and sociology we have a huge body of reasearch documenting the powerful effect social support has on physical, cognitive, and social outcomes. Beginning with Cassel's work in 1974 claiming that, "People can become physically, mentally, or socially debilitated if they do not receive or perceive signs from significant others that make them feel safe and valued, "hundreds of studies have examined the nature of this concept(Wasserman, 1988,p.7). Futhermore, Cassel and others since contend that the nature and strengths of available group supports-especially the mutuality and reciprocity involved-can be protective of health and mental health as well as serving as a "buffer" for those experiencing stressful life events or situations--low birth weight, death, divorce, illness, unemployment, family alcoholism, depression, school transition, etc. (Dubow and Tisak, 1989; Felner et al, 1982; Fenzel and Blyth, 1986; Sandler, 1980; Sandler et al, 1985) Certainly the protective factor research of Emmy Werner and others has clearly identified social support as critical in positive outcomes for youth (1982).

III. The failure of adult society to provide social capital for youth

A rationale emanating from the importance of peer social support in development is that for a growing number of youth in our society, support from peers may be the only social support they get! Increasingly, as James Colemen and others have documented, changes in family and community life since World War II have resulted in a loss of "social capital" for children--"the norms, the social networks and the relationships between adults and children that are of value for the child's growing up" (1987,p. 36). While it's vitally important that we work on social policy changes to help build linkages between children and youth and adults (child care, family leave, family support, health care, etc.), it's also increasingly clear federal and state policy changes ensuring that families and children have access to housing, education, employment, health care, and child care opportunities will not be soon in coming.

IV. Gives every youth the opportunity to help

Peer resource programs, whether they be cooperative learning groups or one-on-one peer tutoring, are most effective when each person involved experiences both the helper andhelpee role (Riessman, 1990). In fact, most studies find the *tutor* receives the most gains! Diane Hedin's review of students as teachers summarized the literature as "replete with anecdotes of alienated, troublesome youth conducting themselves in a serious and dignified manner while teaching younger students." She describes this phenomenon as follows: " The experience of being needed, valued and respected by another person produced a new view of self as a worthwhile human being"(1987,p.43). Moreover, the research of Roger Mills and his colleagues lends support to the hypothesis that the key to positive change for "at-risk" youth is changing how they perceive themselves (1988). Programs that label youth "at-risk," etc. only futher stigmatize and discourage positive outcomes.

The critical importance of all youth (and all people!) having the *opportunity to participate in meaningful roles* has been documented again and again in research (see Benard, January 1990 for a discussion of this point) and is considered by some researchers as perhaps the most important protective factor in preventing social problems like substance abuse, teen pregnancy, and deliquency (Rutter, 1979).

V. Satisfies basic human psychological needs

According to William Glasser, peer resource programs work because they satisfy our four basic human psychological needs to belong and love, to gain power, to be free, and to have fun (1986). Our discussion of social support and of participation really addresses the needs of belonging and having power. The need to be free, that is to be allowed and encouraged to make decisions and solve problems and to have some control over one's life, is essential to the development of identity and autonomy. Not only do peer programs meet these first three needs, process evaluations consistently find that youth enjoy their involvement in peer programs and find they are fun! (Kohler and Strain, 1990; Greenwood, 1989).

VI. Opportunity to develop collaboration/conflict resolution skills

I've written extensively about the necessity for collaborative communitywide prevention efforts if we are to create supportive, nurturing environments that will, in turn, discourage alcohol and drug abuse and other interrelated social problems (see Bernard, October 1989). No better preventionist training exists than peer collaboration and cooperative learning programs that engage youth in mutual problem solving, decisionmaking, and conflict resolution in a climate of mutual helping and respect. According to Morton Deutsch, the seminal researcher into conflict resolution and the mentor of David Johnson, "In recent years, it has been increasingly recognized that our schools have to change in basic ways if we are to educate children [beyond hate] so that they are *for* rather than *against* one another, so that they develop the ability to resolve their conflicts constructively rather than destructively, so that they are prepared to live in a peaceful world" (1989, p. 1).

VII. Promotes acceptance and respect for diversity

Evaluations of peer-tutoring, cooperative-learning, and peer-initiation (peers initiate social interaction with a withdrawn child) programs consistently identify significant increases in social interaction, acceptance, and liking between heterogeneous peers, especially between physically and/or mentally handicapped or socially withdrawn and non-handicapped peers (Johnson and Johnson, 1986; Strain, 1985; Mesch et al 1986; Sainato et al, 1986; Maheady et al, 1988) and between white and non-white peers (Rooney-Rebeck and Jason, 1986; Slavin and Oickle, 1981). According to Oakes and Goodlad, "Perhaps nowhere else in schooling are the negative, prejudicial consequences for access to knowledge so clear and so severe" as in the practice of tracking (1988, p. 18).

VIII. Promotes academic achievement

From an educational reform perspective, perhaps the most compelling reason for peer programs can be based on the *hundreds* of evaluations of cooperative learning programs as well as on the peer tutoring and cross-age peer tutoring approaches that have found both positive academic and social development gains in youth (Johnson and Johnson, 1983; Johnson et al 1981; Glasser, 1986; Slavin, 1986; Graves, 1990; Fantuzzo et al, 1989; Greenwood et al 1989). Futhermore, according to a Stanford University study, peer tutoring is consistently more cost-*effective* than computer-assisted instruction, reduction of class size, or increased instructional time for raising both reading and mathematics achievement of both tutors and tutees (Levin, 1984). According to Damon and Phelps' review, in cooperative learning groups academic gains have been especially significant in the areas of math, reading, and science--the three crucial areas of learning that have failed to engage an increasingly large number of youth (1988, p. 152).

Although the academic gains made by students in cooperative classrooms certainly provide rationale enough for adopting this approach, for preventionists and others concerned with the overall health and well-being of children and youth and the prevention of the interrelated social problems like alcohol and drug abuse, teen pregnancy, and delinquency, as well as school failure, the nonacademic benefits found in evaluations of cooperative learning approaches are even more significant–more positive student attitudes towards school, towards their classmates, and toward themselves (Graves, March 1990; Wright and Cowen, 1985; Johnson and Johnson, 1983).

IX. Reduces alcohol and drug use among youth

Saving the most obvious rationale for last, two recent independent meta-analyses (Tobler, 1986; Bangert-Drowns, 1988), evaluating hundreds of prevention programs and strategies each, found that "peer programs are dramatically more effective than all the other programs," even at the lowest levels of intensity (hours spent in prevention programming) (Tobler, 1986, p.555). According to Bangert-Drowns, when intensity was higher, the peer program effects were even more pronounced (1988).

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SECTION II

THE KIT:

What You Have

&

How To Use It

THE PUPPETS

The four Conflict Prevention Puppets, Turner, Charity, Mattic and Saucy, are specially designed for CHAMPS to be used by children. They are produced by Puppet Productions, makers of the finest professional hand puppets in the United States, including the popular McGruff Crime Dog. Charity and Turner are thirteen inches high and Mattic and Saucy are eighteen inches high. They are easily operated and, with some practice, can look quite professional.

They are best stored in a cool, dry place. Often they are kept clean best by placing them in plastic bags before storing and requiring children to wash their hands before each use.

Displaying the puppets in the office, classroom, PTA meeting or Open House reinforces the student concepts and delivers an important message to staff and parents. The puppets are attractively displayed in a variety of ways including simple dowel rods drilled into a 7" square piece of wood. (Partially filled sipper bottles work well, too.) These materials are inexpensively and conveniently found at local craft or hardware shops. One additional tip for display is to partially close the puppets mouths by inserting a spring clothespin inside.

THE VIDEOTAPE

The CHAMPS Puppetry Videotape provides you with an overview of the puppetry training. It should be shown to any interested groups to clarify the puppetry method. It should definitely be shown to the selected CHAMPS Puppeteers to begin their Puppetry Training. Staff members and parents may also find the videotape to be enlightening and fun.

THE AUDIO CASSETTE TAPES

The four audio cassette tapes are each 5-8 minutes long. They include introductory and conclusionary music, scripts and original songs for each grade K-3. They can be played on any good cassette player and we suggest that you test for audibility prior to any training or performance.

THE CONFLICT PREVENTION MANUAL

The CHAMPS Conflict Prevention Manual is designed to be quickly and easily read with supplemental materials for extra conflict prevention information in the back. Everything you should need to know is included in the written materials, although if questions do arise, they can be directed to CHAMPS Peer Leadership at (602) 991-9110.

You may duplicate without written permission the following items:

1. All overhead transparencies for Staff In-service.
2. Copies of grade level scripts for teachers, parents, or puppeteers.
3. Copies of lessons and activities.
4. Any other individual items as hand-outs for staff, or students.

Extra manuals can be purchased, at your request, from CHAMPS at the above address. A complete list of CHAMPS products and prices is available in Section VII.

PUPPET STAGE

There are many ideas for making a stage. They can be as simple as using a rectangular table covered in the front, with the puppeteers kneeling behind the table so they cannot be seen.

Another easily moved stage can be constructed by students out of cardboard. A store that carries large appliances would be able to provide a cardboard box that could be made into a standing stage and painted and decorated by the students.

Lightweight plywood can be used to construct a three sided stage that can be hinged and folded for easy transfer from one site to another.

If you wish to purchase a professional type standing puppet stage constructed out of PVC pipe with a velour curtain contact:

Puppet Productions
P.O. Box 1066
Desoto, Texas 75123-1066
(1-800-854-2151)

Cost is $295.00 plus $25.00 shipping and handling.
Allow 3-4 weeks for delivery.

SECTION III

THE NEED:

Elementary Conflict, Gang & Violence Prevention is a Must!

THE NEED FOR VIOLENCE PREVENTION

Anger and violence are not new issues for the prevention field. Many of the same causes and effects of alcohol and drugs also surround the issues of anger and violence. Many Americans, especially in inner city neighborhoods, are at the mercy of violence, much of which is drug related. Violence is becoming an epidemic creating tremendous long term costs in the areas of health, education, public safety and law enforcement.

Violence occurs on the streets, at work, in our homes, in our families and in our schools. FBI figures for juvenile crime show that between 1982 and 1993, robbery arrests increased by 22%, assaults increased by 95% and murder increased by 128%. The National Education Association indicates that every school day nationwide, 160,000 students skip classes because they fear physical harm. Forty are hurt or killed by firearms, more than 6,000 teachers are threatened, and 260 are assaulted. These students have real fears that are not unfounded. According to Children's Defense Fund statistics, a child dies from gunshot wounds every two hours, and every day, thirty children are injured by gun violence.

Depending upon the state, the cost of incarceration is between $15,000 to $30,000 per year. The estimated cost of treatment for a substance abusing offender is between $10,000 - $15,000, and the average hospitalization cost for a child injured by a gun is $14,434, enough to pay for a year of college. Surely the option of prevention for elementary age children is a much more cost effective approach.

It is imperative that children learn to deal with this anger and pain, that they become familiar with a method of solving conflicts, and then share mediation skills with their peers. It is important that we recognize that everyone has a need to belong and that if we can provide a "positive gang" to meet this need, we have a chance to eliminate the negative gang.

CHAMPS believes that students must become part of the solution, not part of the problem. Kids listen to kids no matter what; we must use this fact to make peer pressure work for us, rather than against us.

HOW TO TEACH VIOLENCE PREVENTION IN THE PRIMARY GRADES

Child development professionals agree that children learn health-promoting behaviors best if they are taught within the context of a K-12 comprehensive health education program. To be effective, information about conflict resolution and prevention must be repeated over a span of time. Considering the consequences of conflict, which may escalate to violence or gang activity, we maximize our chances of being effective by beginning in the elementary grades.

Conflict is an inevitable and sometimes useful part of life. It is important that young children get conflict resolution skills early, and even more importantly, that the message come from their older peers. Peer pressure is the major factor involved in bringing about conflict or participation in negative behavior among youth and can be a powerful, positive force for prevention.

Teacher Guide for Handling Aggressive, Potentially Violent Behavior

As adults, we must treat each student on our campus with respect. When one interacts individually with a potentially violent or "wanabee", it is important to keep cool and not become emotional. Humor can often help to diffuse a tense situation, however, humor should never be used in a put-down manner.

Threats and intimidations do not work with violent and angry students. Part of the reason for joining a negative group of gangs is to gain respect and to feel powerful. These students often respond with an even greater threat of their own.

Communicating should indicate respect, rather than fear or hostility. Students want you to be sincere without being a therapist. Don't push if these students are reluctant to talk, but point out the price they pay for gang membership in terms of personal independence. Don't ask students to try and reach goals that are unattainable for them. Help them to make face saving choices with their peers. Asking a student to leave or quit a gang (or not to join) may possibly place them in a dangerous situation. Instead, provide the student with alternative opportunities, such as working as a CHAMPS puppeteer with other students.

Make your school a safe haven from gang activity by:

- Establishing dress and discipline codes. Ban gang identifiers, some of which become fad items for non-gang members.
- Developing clear policies on weapon possession and making sure all students are aware of the rules.
- Removal of gang graffiti.
- Being clear, fair and firm in enforcement.
- Prohibit and report to police all gang recruiting activities, impounding beepers and headphones.

GENERAL
GANG & VIOLENCE
FACTS
&
INFORMATION

A Sampler of Gang Identifiers

(May vary in different locations)

Symbols	Distinctive symbols, such as stars with 6 or 5 points, crowns with pointed or rounded tops, or rabbit heads with straight or bent ears, are used in graffiti, on clothing, and in jewelry.
Signals	Arms are folded in a certain way, or fingers are used to form distinctive hand signals.
Graffiti	Symbols and slogans are displayed on buildings, streets, or property to mark a gang's territory; an opposing gang may display another gang's symbol upside down as a sign of disrespect.
Slogans	Phrases and terms with specific meanings for gang members.
Right/Left Rule	Positioning of an identifying item on the left or right side, such as a bandanna hanging from a pocket, fastened to a belt loop, or tied around a leg.
Colors	Colors and color combinations are chosen by gangs and often used in clothing, shoes, hair decorations, beads, and earrings.
Clothing	Clothing commonly worn by gang members include: • Jogging suits in gang colors; • Sweatshirts worn with hood showing gang colors; • Hats tilted in a certain way, in gang colors or with gang insignia; • "New Wave Star," layers of head-covering material worn under the hat and hanging down the back, with gang colors and/or symbols; • Single glove, worn on either the left or right hand; • Gym shoes in distinctive color combinations of shoe and laces, such as two sets of colored laces in one or both shoes, or with the tongue turned up in one and down in the other; • Pockets with insides dyed in gang colors: • Pants legs rolled up on right or left.
Jewelry	Includes earrings worn on the left or right ear; rings worn on certain fingers; necklaces, bracelets, or key rings in gang colors or with gang symbols.

Buttons	Imprinted with the gang's symbol or slogan.
Hairstyles	These may include designs cut into the hair, colored beads or barrettes, colored streaks on different sides of the head, pony-tail bands of different colors, or combs worn in the hair.
Fingernails	Two nails painted with gang colors on left or right hand.

(Reprinted with permission from *Journal of Emotional and Behavioral Problems*, Spring 1992)

A Sampler of Gang Terms

(As with all such lists, these terms are constantly changing)

Book	run
Check it out	listen to what I have to say
Crank	a mentally unstable person
Demonstration	a gang fight
Dis	show disrespect
Drop a dime	snitch on someone
Dropping the flag	leaving the gang
Everything is everything	it's all right
Gang banger	gang member
Gang banging	gang activity
Get down	fight
Gun up	get ready to fight
Home boy	someone from the same gang, a friend
Hood	neighborhood
Jiving	attempting to fool someone
Kite	a letter
Packing	carrying a weapon
Popped a cap	shot at someone
Represent	demand to indicate gang membership
Ride	a car
Ride on	go to attack a rival gang
Take out of the box	to kill someone

(Reprinted with permission from *Journal of Emotional and Behavioral Problems*, Spring 1992)

LEVELS OF INDIVIDUAL GANG INVOLVEMENT

LEVEL 1. FANTASY - 10% OF GANG MEMBERSHIP

1. Knows about gangs from newspapers, newscasts, the movies.
2. May know about "real" gangs.
3. May know gang members but does not associate.
4. May like, respect or admire a gang, gang member of the lifestyle.
5. Sees gang members "living out a fantasy".

LEVEL 2. AT-RISK - 20% OF GANG MEMBERSHIP

1. Has personal knowledge of gangs and gang members.
2. Casually and occasionally associates with gang members.
3. Lives in or near gang turf.
4. May like or admire gangs or gang members.
5. May like or admire gang lifestyle but does not participate.

LEVEL 3. WANNA BE ASSOCIATES - 40%

1. Personally knows and admires gang members.
2. Regularly associates with gang members.
3. Finds many things in common with gang members.
4. Considers gangs and gang related activities normal and acceptable.
5. Is mentally prepared to join a gang.

This group of young people move in and out of gang membership on the basis of interest in the activities, or a particular activity. They may claim identification / affiliation /association with a gang in order to impress peers, or to develop an improved position within their peer group. Intervention/education must occur early in the lives of these youth.

LEVEL 4. GANG MEMBER (IN TRAINING) - 20%

1. Is officially a gang member.
2. Associates almost exclusively with gang members to the exclusion of family and former friends.
3. Participates in gang crimes and other gang related activity.
4. Has substantially rejected the authority or value systems of family and society.
5. Is not yet considered a hard-core by fellow gang members or others.

They associate with the gang as a member in order to gain status and recognition. They may wear full or partial "colors", attend gang social functions, exhibit tattoos and other symbols and participate in flashing signs and less meaningful graffiti. This group tends to represent a large percentage of gang related juveniles.

LEVEL 5. HARD CORE GANG MEMBER - 10%

1. Totally committed to the gang and gang lifestyle.
2. Totally rejects anyone or any value system, other than the gang.
3. Is considered hard core by self, other gang members and authorities.
4. Will commit any act with approval or demand from the gang.
5. Does not accept any other authority other than the gang.
6. Has fully submerged personal goals for the collective goals of the gang.

Characterized by the few that thrive on the totality of gang activity and violence. They "bang" everyday by using the gang as a vehicle to manifest their own violence. "Flashing signs" is the primary means of initial communication, and criminal activity dominates a large portion of portion of their existence. The hard-core are generally the leaders, the most violent, the most streetwise and the most knowledgeable in legal matters. They are usually liked and respected by outsiders, as well as other gang members.

(Reprinted with permission from *New Futures For Little Rock Youth, 1993)*

Every school day ...

...at least 100,000 students tote guns in school.

...160,000 skip classes because they fear physical harm.

...40 are hurt or killed by firearms.

...6,250 teachers are threatened with bodily injury.

...260 are physically assaulted.

Source: National Education Association
Time, January 25, 1993

SECTION IV

THE PUPPETEERS:

Selection,

Training

and

Techniques

CHAMPS
PUPPETEER
SELECTION
&
TRAINING

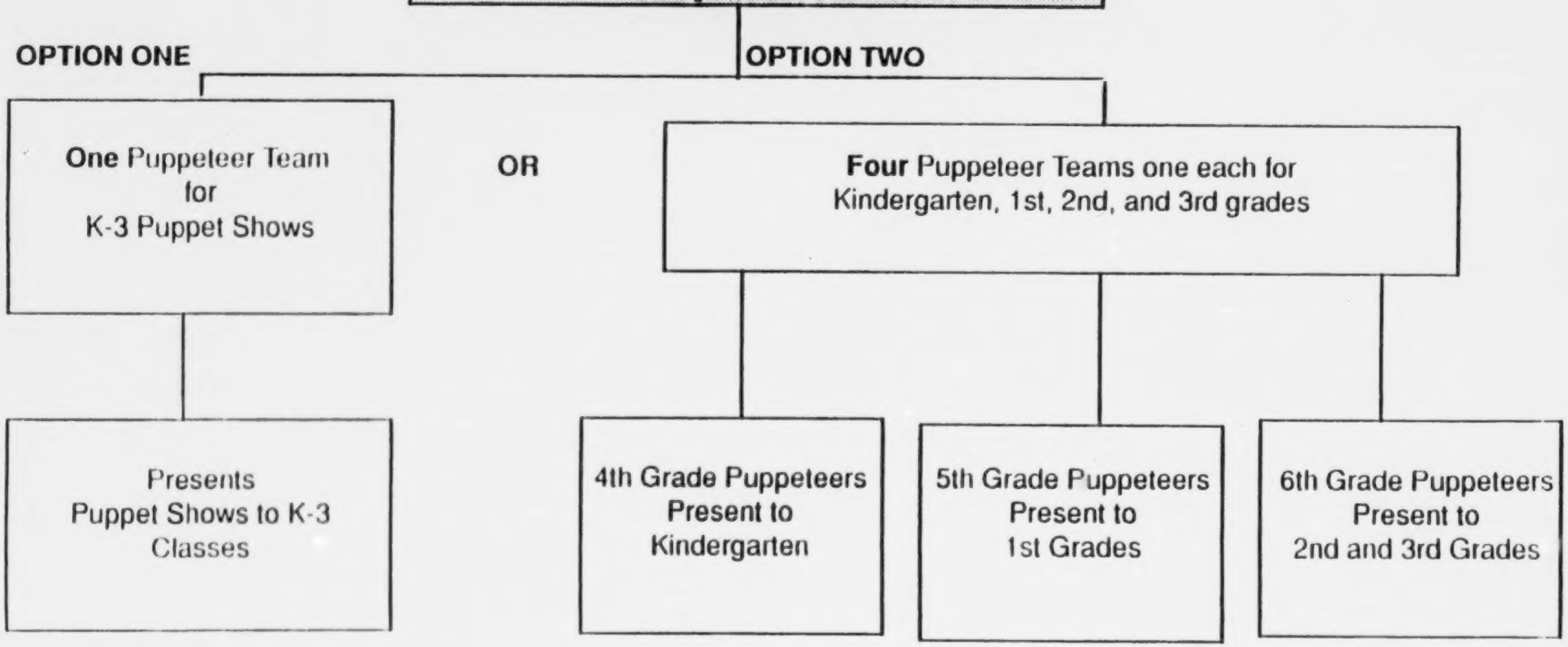
42

SETTING UP YOUR CONFLICT PREVENTION PUPPETEER TEAMS

The Conflict Prevention Puppeteer Team is most effective when older children are the puppeteers for younger children. This holds true, whether it works best for you to have **one** puppeteer team or **four** teams. In an elementary school, **one** team of 4th-6th graders can practice and present all the K-3 puppet shows. Another option, which includes more students, is to utilize **four** teams, one for each grade K-3. The chart on the following page depicts both of these arrangements.

Note: For elementary schools including grades K-5, two teams of puppeteers from the fourth grade present to the kindergarten and first grade, while two teams of 5th graders present to second and third graders.

CHAMPS
Puppeteer Team Options



OPTION ONE

One Puppeteer Team for K-3 Puppet Shows

Presents Puppet Shows to K-3 Classes

OR

OPTION TWO

Four Puppeteer Teams one each for Kindergarten, 1st, 2nd, and 3rd grades

4th Grade Puppeteers Present to Kindergarten

5th Grade Puppeteers Present to 1st Grades

6th Grade Puppeteers Present to 2nd and 3rd Grades

Note: For K-5 schools, two 4th grade teams present to Kindergarten and 1st grade, while two 5th grade teams present to 2nd and 3rd grades

CHAMPS PUPPETEER TEAM OPTIONS

- **OPTION ONE: ONE PUPPETEER TEAM**

A team of 5-10 students who have leadership qualities would become the CHAMPS Puppeteer Team for your campus/organization. This team is responsible for conducting the K-3 lessons for each grade level class. They prepare for each grade level presentation and then present to each class separately, or have all classes from one grade level come to a specific location (cafeteria, multi-purpose room, etc.) for a large group presentation. The activities that follow the puppet presentation can be done in the large group or back in the respective classrooms.

One adult facilitator is needed to work with the CHAMPS Puppeteer Team.

- **OPTION TWO: FOUR PUPPETEER TEAMS**

Four teams are trained, 5-8 members on each team. One team each handles the K-3 lessons and puppet presentation. Adult facilitators are needed to work with the puppeteer teams. Each team prepares for its grade level. They may present to each class separately, or have all classes from one grade level come to a central location for a large group presentation. The activities that follow the puppet presentation are done in the large group or back in the classroom. A schedule is devised for practice and presentations so that the kit can be shared by the teams. Each team prepares and delivers their grade level puppet presentations. This option involves more peer leaders, but the benefits are greatly enhanced as more students have the opportunity to serve their school.

CHAMPS PUPPETEER SELECTION

CHAMPS Puppeteers are fourth and fifth graders in a K-5 school or fourth, fifth and sixth grade students in a K-6 school. CHAMPS puppeteering provides an opportunity for students to use their leadership skills to positively influence their school.

Conduct a CHAMPS Puppeteer Orientation in each 4th - 6th grade classroom by presenting one Conflict Resolution Puppet Show. This may best be done in one large assembly. Explain to students that you will be forming CHAMPS Conflict Resolution Puppeteer Teams.

Role of CHAMPS Puppeteers And Directors

Those selected will be going into K-3 grade classrooms to conduct a short puppet show with Turner, Charity, Mattic, and Saucy, the "CHAMPS" Puppets. They will have a script, puppets and puppet stage and will take approximately 5-15 minutes to perform their presentation. Explain that there will be a related activity for the younger students to do following each scripted show. Two or three students identified as CHAMPS Directors will take primary responsibility for the activity, while three or four CHAMPS Puppeteers will actually conduct the show.

•APPLICATION TO BECOME A CHAMP PUPPETEER

Students may take and fill out an application to become a CHAMPS Puppeteer. Applications should be signed by the student's parent and classroom teacher as well as themselves. They should be returned the following day to any Prevention Team Member. Applications should be screened to consider an appropriate mix of students', gender, ethnic background, time availability and ability to miss class occasionally.

CHAMPS Puppeteer Application

____
NAME

____
TEACHER

Why do you want to be a CHAMPS Puppeteer?

____

____

____

When would you be available to practice?

before school ____________ during lunch __________________

after school ____________________

What have you done or are willing to do to be a positive role model at your school?____

____

____

What will make you a good CHAMPS Puppeteer?

____

____

____

Please have parents and teacher sign. Return to your teacher.

____
Parent Signature

____
Teacher Signature

____
Student Signature

CHAMPS PUPPETEER TRAINING

The Conflict Prevention Coordinator or Team will need approximately two hours for the initial Puppeteer Training. This time will include an orientation to conflict resolution information, an overview of K-3 Key Concepts and Questions and a lesson in puppeteering techniques.

- **CHAMPS PUPPETEER TRAINING OUTLINE**

  I. Your Role as a CHAMPS Puppeteer

  II. Understanding Conflict Resolution

  III. Overview of K-3 Key Concepts and Key Questions

  IV. Basic Puppetry Techniques Video

  V. Initial Practice with Puppets

  VI. Assignment of Puppeteer Teams

EACH SECTION IS DETAILED FOR YOU AS FOLLOWS:

I. YOUR ROLE AS A CHAMPS PUPPETEER

Welcome (time estimate: three minutes)

Welcome CHAMPS Puppeteers by saying: "As CHAMPS, it is important to get together to commit ourselves as peer leaders. Welcome to CHAPS. Here you will have an opportunity to be leaders in your school and teach important messages to others".

Points to include:

- Everyone is a leader, a Champion.
- Must begin by becoming a Champion of myself.
- School is pleased to offer this opportunity to the "Leaders of the School", those students who are looked up to by the younger students.
- Today will be both fun and challenging.

CHAMPS Name and Significance

Practice out loud all together:
"CHAMPS means:
Champs
Have
And
Model
Positive Peer
Skills"

- Introduce CHAMPS by asking if anyone knows what CHAMPS means. Call on someone who does.
- Ask all the students to join in calling out the acronym for CHAMPS as you point to each word.
- Do this two to three times, then flip sign out of sight and ask students to chant what CHAMPS means one more time
- Ask for one to two students who think they know the significance of CHAMPS to:
  -Stand
  -State significance of CHAMPS
- Applaud each one.

What are CHAMPS? (Brainstorm and report out on newsprint.)

What does it mean to be a Peer Leader? To be a Positive Role Model?

A New Responsibility

Explain to CHAMPS that they are leaders in their school in many ways. Give some examples of ways CHAMPS have shown leadership in their school or responsibilities they have carried out. Today they will be trained to carry out a New Responsibility. As CHAMPS, they will be given the chance to help younger children learn to deal with conflict positively and avoid violence and gangs.

The New Challenge

Ask whether they are willing to accept this important new challenge to be peer leaders for the younger children in their school. Say: "Are you willing to become peer leaders in the fight against gangs?" "Are you willing to become aware of conflict resolution strategies?" Are you willing to help keep young children safe from drugs?" "Are you willing to be a positive role model against conflict yourself?" Wait for a positive response from students after asking each Challenge Question.

II. UNDERSTANDING CONFLICT RESOLUTION

Make a short (5-10 minute) presentation outlining the need for conflict prevention and some of the strategies for conflict resolution.

This may be accomplished by showing any related video tape (see list below) or by utilizing highlights of the information found throughout this manual.

III. OVERVIEW OF K-3 KEY CONCEPTS AND KEY QUESTIONS

KINDERGARTEN:	Key Concept:	Conflicts Are Natural
	Key Question:	"Why Do People Fight?"
FIRST GRADE:	Key Concept:	Talking Clearly and Listening Well is Important to Resolve Conflict
	Key Question:	"How Do People Get Along?"
SECOND GRADE:	Key Concept:	Understanding Your Feelings & Others
	Key Question:	"How Do People Show They Care?"
THIRD GRADE:	Key Concept:	Conflicts Have Solutions
	Key Question:	"What Is My Responsibility in Solving Conflicts?"

IV. INITIAL PRACTICE WITH PUPPETS

Focus students on two of the simple instructions about puppetry:

1. Proper Hand Position
2. Good Lip Synchronization

Refer to "Basic Techniques of Manipulation" in this section.

Allow about 10-15 minutes for students to practice puppetry techniques and presentation of grade level activity. Adult facilitator in charge of each group should encourage positive peer feedback and suggestions . Rehearsal is done without the actual puppets or stage, practicing proper hand position and lip sync. If time allows, students may begin to practice the script for their assigned grade level.

Alternate Suggestion

Collect as many hand puppets as possible, prior to the training days, from homes and classrooms. Allow students to present with a variety of "stand-ins."

Second Alternate Suggestion

Provide students with materials to make single puppets during rehearsal time. Materials might include paper lunch bags, tube socks, markers, felt, glue, yarn, glitter or other craft materials.

Feedback And Applications

Set up a positive atmosphere for feedback by asking all students to think of at least one thing they liked about their presentation and how their fellow classmates performed. Ask peers to comment out loud about the positive things they noticed.

V. ASSIGNMENT OF PUPPETEER TEAMS

Each Prevention Team member may take responsibility for one grade level. Work with those puppeteers to polish the show. Practice at your convenience 2-3 times for 15-20 minutes each time.

PREPARING ALTERNATIVE TEAMS

IMPLEMENTING CHAMPS CONFLICT PREVENTION WITH OTHER SCHOOL CONFIGURATIONS

We realize that your school configurations may vary (K-8, K-4, 5-8, etc.). Please consider the spirit of the CHAMPS Elementary Conflict Prevention Program and make the minor adjustments and adaptations to make this program work for you.

Example: In a K-8 school setting, selected 7th and 8th graders make a great team and are wonderful assistants for the 6th grade training.

In a K-4 school utilize the 4th graders as puppeteers.

The most important thing is to use the peer approach and get the age appropriate lessons to each grade level student so that they may learn the facts and skills to resolve conflicts and help keep themselves safe from violence and gangs.

IMPLEMENTING CHAMPS CONFLICT PREVENTION WITH COMMUNITY SERVICE ORGANIZATIONS

4-H, YMCA, YWCA, Campfire Boys & Girls, Girl Scouts, Boy Scouts, Boys & Girls Club or other youth serving organizations

Youth service organizations around the country have made beautiful adaptations of the CHAMPS Peer Leadership Program to work very effectively within their various group settings.

Organizations have implemented "CHAMPS CAMPS" where, along with their normal camp activities, they have introduced life skills training, using older students to work with younger students. These organizations have successfully linked with schools in their service area and provided additional after school and summer reinforcement.

Many of these service organizations hold summer camp sessions, after school care programs, and various services for youngsters. They now have the opportunity to use this peer approach to present Conflict Resolution Prevention education to youngsters. Older students can form the puppeteer teams and teach their younger peers.

PREPARING A MIDDLE SCHOOL/HIGH SCHOOL PUPPETEER TEAM

Rather than using 5th or 6th grades, some districts may opt to use middle or high school age youth to present the puppet shows and conduct activities with feeder elementary schools.

"Kids Listen to Kids, No Matter What". Students need to be aware that younger peers look up to them and are sincerely impressed by what they say. These older students are bringing a very important message.

Steps to consider as you prepare your puppeteer team(s):

- Select student role models to serve on the puppeteer team.
- In-service these selected students on the subject of conflict prevention. You may select specific information from "The Facts" section of this manual, as well as use the overhead presentation. These materials are located in Section VI.
- Discuss Role of CHAMPS Puppeteers And Directors

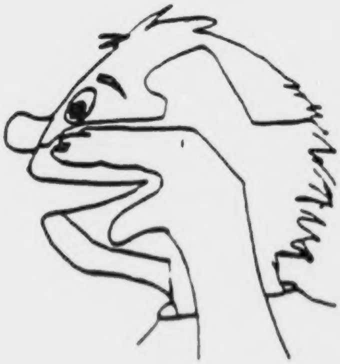
  Explain to students that those selected will be going into K-3 grade classrooms to conduct a short puppet show with Turner, Charity, Mattic, and Saucy the "CHAMPS" Puppets. They will have a script, puppets and puppet stage and will take approximately 5-15 minutes to perform their presentation. Explain that there will be a related activity for the younger students to do following each scripted show. Two or three students identified as CHAMPS Directors will take primary responsibility for the activity, while three CHAMPS Puppeteers will actually conduct the show.
- Organize grade level training groups.
- One puppeteer team can conduct all of the K-3 grade level shows and activities, or more teams can be formed by simply dividing the grade level assignments.
- Demonstrate a sample puppet show for the students.
- Set up rehearsal times and schedule shows with elementary school(s).

BASIC PUPPETRY TECHNIQUES

BASIC TECHNIQUES OF MANIPULATION

1. Be sure that your puppeteers know the correct way to hold their puppets. Insert one hand through the body of the puppet and into the mouth. Your hand should feel comfortable with four fingers in the roof of the mouth and the thumb in the jaw below. (See illustration A) Both the fingers and the thumb should be touching the cloth-covered mouth.

Illustration A



2. Correct mouth action is necessary in good puppetry. Synchronize the opening of the puppet's mouth with the spoken word. Avoid moving the mouth at random during a sentence. Do not open the mouth all the way with each word. Save the wide openings for exaggerated or loud expressions. Practice opening the puppet's mouth by moving your thumb downward without moving your fingers upward.

3. Eye contact is very important. Remember to look at the audience regularly. If your stage is elevated, you will want your puppets to look down a little more than usual. This will ensure more effective eye contact with your audience.

4. If you want your puppet to appear natural, good posture cannot be ignored. To achieve this, the puppeteer's arm must be held at right angles to the floor and the hand held level. This position requires a firm yet relaxed appearance when done correctly. Do not allow puppet to lean from side to side nor lean on the stage. Poor posture is annoying and will detract from the show.

5. In order to make your puppet enter and exit correctly, he must appear as if he or she is walking up or down a flight of stairs. The puppet should never appear or disappear suddenly. This movement uses the whole arm and requires the puppeteer to keep his forearm straight up and down while the wrist remains relaxed. Using a fluid motion, the puppeteer moves forward as he "bounces" the puppet onto the stage. With each bounce of the arm, the puppet comes more fully into view. When the puppet leaves the stage, this process is reversed. Simply nodding the puppet's head, as he enters or exits, is not sufficient to give the impression of stairs. Walking across the stage is similar to entering and exiting. The puppeteer makes short, brief bounces without raising or lowering the average stage level of the puppet.

HOW TO DEVELOP A GOOD SHOW

PUPPET PRACTICE

Practice for:

1. Good Lip Sync
2. Entrances / Exits / Eye Contact
3. Personality Development

WAYS TO PRACTICE / IMPROVE SKILLS

1. Sit in circle without puppets.
   Count to 100 out loud (whole group)
   Lip sync with hands. Watch each other.
2. Sit in circle with puppets.
   Act out a particular emotion, behavior, character trait.
   Watch each other.
3. Watch Sesame Street for:
   - Lip Sync of Puppets
   - Entrances / Exits of Puppets
   - Eye Contact of Puppets
   - Personality of Puppets

HOW TO MAKE PUPPETRY A PART OF OTHER PEER EFFORTS

Once you have completed the Conflict Prevention presentations with each grade level, other applications and uses for the puppets are endless. You now have a trained puppeteer team (or teams) that are most likely very anxious to continue their puppeteering!

We hope the following ideas will pique your interest in continued use of the puppets and the peer approach.

IDEAS AND SUGGESTIONS

- Students write scripts on other topics, pre-record, and present to younger students. Topics could include: self esteem, decision making, safety, why you shouldn't smoke, or other subjects of interest.

- Students can present puppet presentations to children's hospital wards, nursing homes and pre-schools as community service projects.

- Students can deliver needed messages at school assemblies using the power of the puppets to communicate on topics such as:
  - Behavior on the playground
  - Attendance
  - Tardiness
  - Classroom conduct

- Students can introduce the Conflict Prevention Program and introduce other programs to parents at an Open House/Parent Orientation Night, or PTA Meeting.

- Students can perform the Conflict Prevention lessons for a school board meeting.

- The puppets should be displayed from time to time in your school office or other prominent place to promote interest in the Conflict Prevention Program.

ADVANCED PUPPETRY TECHNIQUES

Script Writing

Script writing is an important aspect of puppetry which cannot be overemphasized. Puppets are, after all, just like any other performers who are dependent on their lines for a successful performance. Star actors and actresses read scripts which are offered to them and are quite selective about which ones they choose to perform. They recognize that a quality performance is not enough to overcome a seriously deficient script. Puppets, of course, do not have this advantage. For this reason, it is imperative that the puppet director screen each script and insist upon quality material before allowing it to be performed.

Several factors influence the suitability of a script and must be kept in mind during its development. These factors form an excellent framework within which the creative puppeteer or script writer can fabricate an entertaining program.

1. One of the most important considerations in script writing is to ensure that the vocabulary is s suitable for the age level and educational background of the audience. The use of vocabulary which the audience is not able to understand results in attention shifting away from the puppets, and the puppet show fails to accomplish its goal. Make sure the words and content of the script are easily understood by the audience.
2. Puppets will frequently become behavior models for younger audiences. That is, they will often imitate the behavior of the puppets or copy their vocabulary. It is important, therefore, to realize this and write the script accordingly. Violence of any sort should not be included in the play if it may lead to aggressive behavior by the children. Also, phrases and words such as "stupid", "dumb", and "shut up" serve no useful purpose and should not be included. This may seem like a trivial point, but the influence of puppets, like that of television and other communications tools, is dramatic and must be controlled.
3. The length of the plays is very important. A frequent mistake made by many puppet teams is the production of plays which seemingly never end. When writing puppet plays, always keep in mind that the success of puppets lies in their ability to command the attention of the audience. Overly long plays destroy this ability. It is better to leave audiences wanting to see more than to have them feel they should have left early. A general rule for the length of the puppet plays is:

Primary (grades 1 - 3) -- less than six minutes
Junior (grades 4 - 6) -- 6 - 8 minutes
Junior High --- 10 - 12 minutes
High School and Adults --- up to 15 minutes

Note: This time length rule does not apply to musicals and variety shows, since these types of shows are viewed as many short numbers, as opposed to one continuous script.

4. Length of individual lines is also something to watch in your plays. Do not have extended monologues or the audience will become bored and lose interest in the play. Dialogue should be brief and stress back-and-forth interaction among the puppet participants.
5. Scripts for puppets must be relatively simple. Do not attempt to become too complex by introducing subplots or involved characters. Each puppet play should be restricted to one theme. Instructional puppetry should not attempt to teach both vowels and numbers in the same play. The two concepts should be separated in different plays with at least slightly changed formats.
6. Puppet shows require action. Plays should be written with this in mind. The scriptwriter should visualize onstage action as the play is being written to ensure a good flow of action throughout the play. (Caution should be exercised, however, to keep from having competing forms of action onstage at the same time.)
7. No more than three of four puppets should be onstage at one time unless musical numbers are being performed. Scripts should be written to have puppets enter and exit in order to keep this maximum number under control.
8. If intermissions are necessary to change sets or puppets, make them as brief as possible to keep from harming the atmosphere created by the puppets. Scripts should be written to keep intermissions to a minimum.
9. When puppet characters are developed for permanent use by a puppet team, the scriptwriters will need to be aware of these personalities in order to consistently present each personality from one play to the next.
10. Don't forget the humor. Puppets naturally make your audience want to laugh. It is important that you allow them to. Always try to write some humor into your scripts. It may be in the form of a joke, puns, slapstick or even the absurd. Remember, though, just as in vocabulary, that the humor must fit the audience.

Voice Characterization

One of the most important factors in a live puppet show is the proficiency of the puppeteer in their voice characterization. The voice of a character does much in establishing exactly what sort of personality he has. In fact, the sound of a character's voice is so important that many people earn a living by supplying special voices for cartoons, commercials, radio dramas, and documentaries. Some notable "voice" personalities are: Mel Blanc (Warner Brothers Cartoons), June Foray (Jay Ward Productions), Paul Winchell (well-known ventriloquist, known also as the voice of Dow Bathroom Cleaner's "Scrubbing Bubbles"), Alan Dinehart (Hanna-Barbera Cartoons; PPI Bible Truths 3, 4, & 5), Hal Smith (PPI Bible Truths 3, 4 & 5; various commercials; several Christian musicals published by Zondervan), and William Conrad (radio's original Marshall Dillon, cartoons, documentaries).

Voice work is something which requires determination, concentration, and a lack of inhibition. One must get rid of the feeling of self-consciousness before he or she can become proficient in voice characterization.

The first step in beginning voice work is study -- not of books, but voices. Listen to the voices on Saturday morning cartoons. There are many in which one person does two or three voices. See if you can pick out the voices done by one person. This separating process will help you to see that, with only slight variations, many different voices are possible. It will also help you to learn the different ways of altering a voice.

The human voice is capable of a staggering number of different sounds. This ability is what makes voice characterization possible. You must learn to combine these different sounds together in order to be successful. Remember that "practice makes perfect." It is also important to note that it is not necessary to affect your voice so much that no one recognizes it as yours. You can rest assured that Mel Blanc's close friends and relatives can pick his voice out of a crowd. This will probably also be true for you. The test is not whether anyone can recognize you, but rather whether the voice is believable. Listed below are various ways in which you can alter your voice.

METHODS OF VOICE ALTERATION

1. Pitch: By raising or lowering the pitch of your voice, the gender (male or female), age, or relative size and strength of the character can be altered. Remember that the entire tonality of the voice must be adjusted and that the normal variances in pitch which accompany everyday speech must be maintained in the new voice.
2. Quality: The quality of the voice is that which demonstrates the difference between people. Line up any group of people, and you will find that the main part of their voice which separates them from everyone else is the quality. The quality of the voice is the underlying tone. Some examples of different qualities are:

   NASAL -- Running all the sound through the nose. Try to keep a minimum of air from escaping through the mouth.

   STUFFY -- Running all the sound through the mouth. Try to keep a minimum of air from escaping through the nose.

   BREATHY -- Using much more air than normal in the pronunciation of each word, as though trying to blow out a candle while speaking.

   WHEEZY -- Using much less air than normal in the pronunciation of each word. Requires constriction of the throat during speech.

   GRAVELLY -- Extremely throaty pronunciation. This variation can be painful if used for an extended period. Requires rasping of voice.

   CLEAR -- Use normal air flow and throat.
3. Pronunciation: Differences in locale, personality, apparent intelligence, mood, or ethnic origin are all established by the pronunciation of the words. For example, you would slur the speech of a character whom you intended to be recognized as one lacking intelligence, while an inventor/genius-type character would be presented with a highly articulate speech pattern. Characters from foreign lands should, by rights, have an appropriate accent. NOTE: If you have trouble doing accents properly, it is best to stay away from them. Some examples of different pronunciations are:

SLUR -- Tying words together while de-emphasizing ending consonants. Gives character a lazy or uneducated sound.
ARTICULATE -- Distinct separation between words and accented final consonants. Gives character a nit-picking or intelligent quality.
DRAWL -- Slow delivery of vowel sounds. Emphasize pitch variations on vowels. Gives character a "country" or southern sound.

Pre-Recording Your Shows

Why pre-record? Well, there are a number of good reasons. When your show is pre-taped, all sound effects, music and dialogue will be on time and audible. It makes no difference if your puppeteers have sore throats or for some other reason cannot do a puppet voice. It will be right there, exactly the same, every time, on the tape.

Another advantage to pre-recording is the fact that your audio set-up would not require the use of several microphones at a performance. Simply plug the tape deck into the amplifier and away you go.

But, perhaps the most important reason for taping your shows is the fact that you will be eliminating the possibility of missed cues and mixed-up lines. Few things can be as frustrating as having a script flounder because one puppeteer forgot his or her line or gave the wrong cue.

There is no need to be frightened by the thought of taping your shows yourself. In fact, recording your own tapes can be an exciting and rewarding experience for both you and your puppet team. The following suggestions can help you produce quality tapes.

Most people do not have access to several microphones, a mixer, and a multi-track recorder. However, quality tapes can be produced simply with one microphone and a cassette recorder. Of course, good tapes (TDK, Maxell, etc.) and a good microphone (Shure Dynamics) are a must for quality recording. Any microphone can be plugged directly into your cassette player using a combination of adapters, which can be bought at most stereo or electronics stores (a transformer is not necessary).

The room in which you record has a great deal to do with the quality of your finished tape. Find a small room with thick carpet and lots of drapes, if possible. Select the wall with the most curtain area as your wall to record against. Assemble a collection of pillows and blankets (the thicker, the better) and decide on a way to suspend them at microphone level against the selected wall, to aid in reducing the echo in the room. The more you use, the better your results will be. This is known as "treating the wall".

Next place your microphone(s) within four feet of the treated wall, giving just enough room for your "voice" people to stand between the microphone and wall. If more than two people are assigned to one microphone, it is best to have them stand in such a way as to permit the quiet movement of "voices" in front of the microphone to speak their lines. They should stand between 8 to 12 inches from the microphone (except when special distant effects are desired). A windscreen should be used on the microphone to prevent "popping" on such letters as P and B. If one is not available, a piece of 1/2" to 1" thick foam rubber can be placed over the microphone with a rubber band. Also, remind the "voices" to minimize the P's and B's so they are not so explosive.

The recording level should be checked for each "voice" at the exact speaking level and distance from the microphone to be used during the recording. Most cassette tape decks have a pause button so that the record button can be pushed and the input level monitored on the meter (if your machine has one) without actually recording. Adjust the level of each voice by either moving the record level on the tape deck, changing their distance from the microphone, or having them speak louder or softer. The level should be where the needle barely reaches the red at the loudest points.

Fadeouts can be achieved by simply moving away from the microphone and speaking more softly, or slowly turning the record level down at endings. To fade in, just reverse the process. You will need to have your "voices" practice this until the desired effect is achieved.

After recording, check the tape by using headphones or a speaker system to make sure the tape is recorded to your satisfaction with no distortion. Listen particularly to the S's to make sure they sound crisp (not raspy). If they are distorted, lower the record level and record once again.

Music at the beginning and at the end of the tape can add an extra degree of appeal. It is always best to record music direct (using patch cables) and avoid using microphones. Try to select music which has natural beginnings and endings. Otherwise, fade them in and out to give our finished tape a smooth flow.

ADVANCED MANIPULATION

The most important aspect of advanced puppetry is subtlety. For a movement to look real, it must be controlled. Unnecessary motions must be gotten rid of. Make small, subtle movements. Some things that should be weeded out are:

1. **Nodding when you have nothing to say**
   There is a tendency for those puppets who are not speaking to nod in agreement with the speaker. This has to go.
2. **Too much turning of the head while speaking**
   Many puppeteers feel that looking over every person in the audience during each word their puppet says is a must. It isn't. It's bad puppetry.
   You will find that most of the subtle techniques are body or head movements. Things can and should be done to give the impression of an entire moving body, not one that just moves from the waist up.

The Head

Because the facial features cannot be altered, it is up to the rest of the body to make expressions of emotion. Head movement is one of the most important techniques to master if you want an expressive puppet. For example:

- A quickly opened jaw, combined with a slow head turn, can imply surprise or disbelief.
- A slowly opened jaw, combined with a slow head turn, makes your puppet look as if it just had an idea.
- Tilting the head to one side means your puppet is puzzled or has a question.
- A full face take from where the puppet has been looking to the audience exhibits frustration, exasperation, or a plea for help in an unpleasant experience.

The Body

The body of the puppet is the part which must convince the audience that the puppet character does indeed have feet. After all, people do more with their feet than walk. We run, jump, kick, skip and many other activities. The secret here is the appearance of balance. The human body must compensate for foot movements, therefore, the puppet body must also.

To jump, the puppeteer must lean the puppet forward as if prepared to jump, then swing his elbow so that the puppet is leaning back before landing.

To kick, the same movement as a jump is required, but at a quicker speed and without moving the puppet very far.

The body movement for dancing depends on which direction the feet are supposed to be moving. A general rule for balance is to lean the puppet body slightly in the opposite direction from the imaginary feet. It's good to bob the puppet also, but try to keep the head level at all times.

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SECTION V

THE METHOD:

K-3 Puppet Scripts

and

Activities

and

4-6 Peer Led Activities

CONFLICT PREVENTION CURRICULUM
PRIMARY GRADES K-3

GRADE	KEY MESSAGE	PUPPET SHOW AND ACTIVITIES	PEER LEADERS FROM K-5 SCHOOLS	PEER LEADERS FROM K-6 SCHOOLS
Kindergarten	Conflicts are Natural	6:24 Minute Show plus **Care Share Dare** and **Friendship Face-Off**	Grade 4	Grade 4
First Grade	Talking Clearly and Listening Well is Important to Resolve Conflict.	7:10 Minute Show plus **Clearing up the Clouds** and **Say It Again Sam**	Grade 4	Grade 5
Second Grade	Understanding Your Feelings and Others Feelings	6:15 Minute Show plus **Feeling Groovy** and **Seeing Both Sides**	Grade 5	Grade 6
Third Grade	Conflicts Have Solutions	7:10 Minute Show plus **Dare To SOLVE the Conflict** and **You Can SOLVE It**	Grade 5	Grade 6

K-3

PUPPET

SCRIPTS

AND

ACTIVITIES

KINDERGARTEN SCRIPT

CAST: CHARITY
MATTIC
SAUCY

(CHARITY AND MATTIC ENTER.)

CHARITY: Now you wait right here, Mattic, while I go get the things we need. *(EXIT CHARITY)*

SAUCY: *(ENTERS FROM OPPOSITE DIRECTION)* Hiya, Hound-head. Whatcha doin?

MATTIC: I am playing with Charity.

SAUCY: *(LOOKS AROUND)* Uh, you are?

MATTIC: Yes. We are having loads of fun.

SAUCY: *(LOOKS AROUND AGAIN)* I must've missed something. What did you say you were doin?

MATTIC: What're yous, nutty or somethin? I already told yous. I am playin' with Charity.

SAUCY: Wait a minute, Flea-farm. If we're havin' a nutty contest, you're the big winner today, dude.

MATTIC: Hey, whadda yous mean?

SAUCY: I mean, you're, like, tellin' me that you're playing with Charity, but Charity isn't around here anywhere. I call that pretty nutty, you know?

MATTIC: Well, that is because Charity has gone to get a few items we need for a game that we are playing.

SAUCY: Oh. A game. Totally cool. I wanna play.

MATTIC: No.

SAUCY: Hey, come on, Trash-digger. I can play, too.

MATTIC: Not today. As I already told yous, I am playing with Charity. You will just have to go find a sofa to scratch up or something.

SAUCY: I can play if I want.

MATTIC: No, yous can't.

SAUCY: Yes I can.

MATTIC: No, yous can't.

SAUCY: Yes, I can.

MATTIC: No, yous can't.

CHARITY: *(ENTERING)* Hey. What's going on up here?

MATTIC: I WAS JUST SAYING TO SAUCY THAT SHE SHOULD *(LOUDLY TO SAUCY)* go home now *(RETURN TO NORMAL VOICE)* because her mudder is calling her.

SAUCY: Like, my mother isn't calling me. *(TO CHARITY)* This dumb dog made that up just because I want to play with you guys. And he won't let me, you know?

CHARITY: IS THAT ALL? You two were fighting like cats and dogs.

SAUCY: Well, duh. We *are* cats and dogs.

CHARITY: No. Well, yes you are, but I was afraid it was over something really serious.

MATTIC: Dis *is* serious. I do *not* want to play wid dis cat right now. Besides, she has been calling me names which I do not care for.

SAUCY: I was not.

MATTIC: You were too.

SAUCY: WAS NOT.

MATTIC: Were too.

SAUCY: Was not.

MATTIC: *(LOUDLY)* Were too!

SAUCY: Well, it was only because you were being *so* selfish, you know? I wanna play too, *(SOTTO VOCE)* tattle-tale.

MATTIC: Yous better just leave my tail outta dis.

CHARITY: Listen, you two. Let's try to work this out, okay?

MATTIC: What for?

CHARITY: Well, you want to be friends, don't you? Saucy, wouldn't you like to be Mattic's friend?

SAUCY: I, . . .uh. . .well. . .I guess so. If he let's me play with you.

CHARITY: That would be okay, wouldn't it, Mattic?

MATTIC: But, Charity, I was playing with you first.

CHARITY: Sure you were, but it'll be more fun with more of us.

MATTIC: I am not so sure.

CHARITY: If we're all going to be friends, then we'll have to be friendly to each other, and that means we have to work out these little problems.

SONG "CARE, DARE, SHARE"

Cause if we care,
We gotta share,
And oughtta dare to work it out.

Cause if we care,
We gotta share,
And oughtta dare to work it out.

If I say I'm you're friend and you say you are my friend too,
We will learn together how to work our conflicts through.
If we talk to each other and listen, there is no doubt,
In a conflict we can work it out.

Cause if we care,
We gotta share,
And oughtta dare to work it out.

Cause if we care,
We gotta share,
And oughtta dare to work it out.

MATTIC: But, Charity, I am a Dog and Saucy is a cat. We are not supposed to get along. We are supposed to fight.

CHARITY: That's silly. It's normal to have conflicts with each other, but everybody can get along if they really want to. I would sure like it if you tried.

MATTIC: Well, if yous would really like it, then I will try to get along with Saucy.

SAUCY: Hey, that's cool, Dog-breath.

CHARITY: But, Saucy, if you want Mattic to try, you're going to have to try, too. That means no more name calling.

SAUCY: No name calling? But that's like my most favorite thing in the whole world.

CHARITY: It's only fair. Mattic is willing to let you play but you'll have to be nice to him, too, or this whole thing won't work.

MATTIC: Yes, let us hear yous say something nice to me.

SAUCY: What, right now?

CHARITY: Why not?

SAUCY: Uh, . . .well. . .uh. . .Mattic? You, un, have, uh. . .*(THINKING OF SOMETHING)* Oh! Uh, that's a radical new dog house you have in your yard.

MATTIC: Why, thank yous, Miss Saucy.

CHARITY: There now. That wasn't so hard was it.

SAUCY: I guess not.

CHARITY: I told you. And since we're all going to play together now, I'll have to get a baby bonnet for each of you. Come on. *(SHE GESTURES OFFSTAGE AND EXITS)*

SAUCY: A bonnet for me? Like, what kind of game are we playing anyway?

MATTIC: We are playing Dress-Up-The-Baby. It is a game where we get to be the babies and Charity gets to dress us up in silly doll clothes.

SAUCY: I don't think I want to play this game, you know?

MATTIC: It is not so bad. Except for the diapers. I do not like wearing the diapers.

KINDERGARTEN

CARE SHARE DARE

Directions: Copy the words care and share. Draw a picture to show how you care about others and how you share with others.

care

I **care** by:

Draw a picture

share

I **share** by:

Draw a picture

I **dare** to work things out!

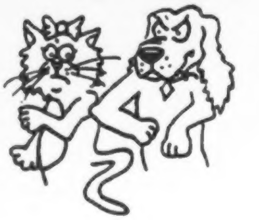
KINDERGARTEN

FRIENDSHIP FACE-OFF

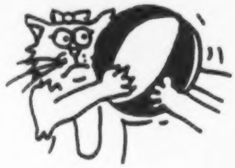
Directions: How would you feel if this happened?

Draw a ☺ happy or ☹ mad face.

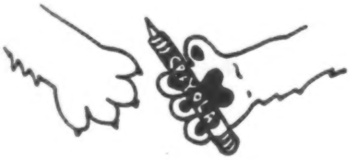
Pushing in line



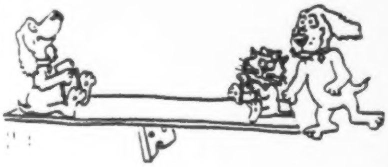
Grabbing your toy



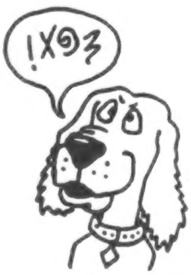
Sharing crayons



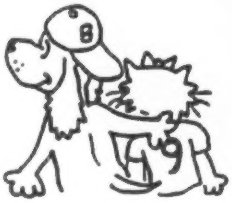
Giving you a turn



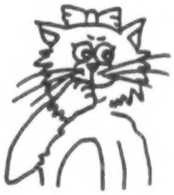
Name calling



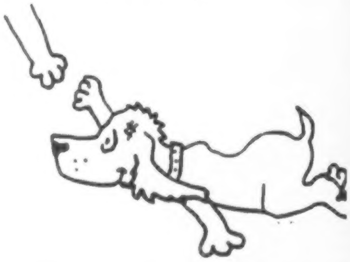
Inviting you to play



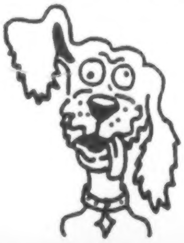
Laughing at mistakes



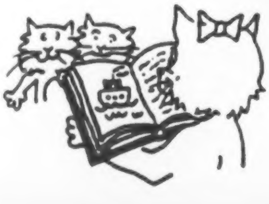
Helping you up



Making faces at you



Reading a story to you



FIRST GRADE

CAST:
TURNER
MATTIC
SAUCY

(TURNER AND MATTIC ENTER FROM LEFT. MATTIC IS OBVIOUSLY AGITATED.)

TURNER: *(LOOKING AROUND)* Well, there goes the bus. I guess we're out of luck.

MATTIC: I still tink we should have gotten on the bus and gone.

TURNER: I couldn't do that. I have to wait for Saucy. You could've gone though.

MATTIC: But I wanted to go with yous, Toiner.

TURNER: I'm sorry, Mattic, but I did promise Saucy I'd wait.

MATTIC: Well, she promised dat she would be here by 20 minutes ago. It does not seem fair for us to miss da bus because she has not kept her promise.

TURNER: I know how you feel, buddy, but maybe she couldn't help it.

MATTIC: She could help it. She is never on time.

TURNER: Oh well, it's too late now anyway.

MATTIC: I am very upset, Toiner. I really wanted to go to dat museum today. I really wanted to see dose dinosaur skeletons yous told me about.

TURNER: Wow, Mattic. I didn't know you were so interested in dinosaurs.

MATTIC: It is not da dinosaurs dat interest me. It is being in da same room wid all dose bones. Mmmmmm.

TURNER: *(LAUGHING)* Well, maybe we can go another day.

SAUCY: *(ENTERS)* Hey dudes. When're we leaving? Like, where's the bus?

MATTIC: Da bus is gone and I am not on it on account of yous are late.

SAUCY: I'm not late. What time is it anyway?

TURNER: Well, you are a little late, Saucy. What happened?

SAUCY: Like, nothin'.

TURNER: Nothing? No problems, or surprises that kept you from getting here on time?

SAUCY: Hey, what's the big hurry, anyway? I figured the bus would wait. It's not that big of a deal, you know?

MATTIC: Dat is the most ridiculous ting I have ever hoid. Yous have ruined my day, Saucy, and I am not speaking to yous anymore. *(TO TURNER)* Toiner, tell dat cat dat she needs to start tinking about other people sometimes.

TURNER: Now, Mattic, I don't think . . .

SAUCY: Oh, yeah, like you're really Mr. Perfect yourself, Mattic. Turner, please tell Mutt-brain over there that I'm not, like, speaking to him either, you know?

TURNER: Wait a minute, you guys. . .

MATTIC: Mutt-brain? Toiner, would you please ask that ugly fuss-ball, to who I am not speaking, just whom she is calling Mutt-face?

TURNER: I, uh. . .

SAUCY: What's that? Like, I think I hear a bug talking someplace.

TURNER: *(BREAKING IN)* Hey, you two! We have a problem here and it's not going to go away just because you're not talking to each other.

MATTIC: You are absolutely right, Toiner. I will bite her face. I bet that will make her go away.

TURNER: That's not what I meant, Mattic. The problem is that you and Saucy have a conflict that you need to work out.

MATTIC: Why?

TURNER: Because you are friends.

SAUCY: Wo, chill out, Turner. We're not friends anymore. Not since Knob-nose over there called me an ugly fuzz-ball, you know?

TURNER: See what I mean? You have to try to get along. Mattic, I want you to tell Saucy why you are upset with her.

MATTIC: She already knows why I am mad at her.

TURNER: Do you, Saucy?

SAUCY: Fer sure. He's mad at me because I'm a cat, you know?

MATTIC: No, no, no. Da fact dat yous are a cat has nothing to do wid it. I am mad at yous because yous were late and we all missed da bus to da museum.

SAUCY:	*(TO TURNER)* I wasn't late.
TURNER:	Don't tell me, tell Mattic.
SAUCY:	*(TO MATTIC)* I wasn't late.
MATTIC:	Den why, pray tell, is da bus gone.
SAUCY:	Maybe it, like, left early.
TURNER:	No, Saucy, the bus didn't leave early. You *were* late.
SAUCY:	Well, I didn't think. . .
MATTIC:	Dat's for sure. You never tink.
TURNER:	Now wait a minute Mattic. You can't expect Saucy to listen to what you have to say if you won't listen to her. Interrupting her like that is not going to help you work out the problem.
MATTIC:	Okay, okay. I am sorry for interrupting you, Saucy. Please continue.
SAUCY:	Thank you, Mattic. I was just going to say that, in my family, we don't worry about time, you know? We go, like, when we go and we get there, like, when we get there.
MATTIC:	But dat does not make any sense to me.
TURNER:	Are you sure you understand what she said? When you're trying to resolve a conflict, it's always a good idea to repeat what you heard the other person say.
MATTIC:	I am sure I heard her right. She said, *(MIMICKING SAUCY)* "We, like, go when we go and we get there, like, when we get there."

TURNER: Well, that's pretty much what I heard.

MATTIC: But I still do not get it. My family always tries to be on time.

TURNER: Well, it may not make sense to you, Mattic, but I guess it does to her and we should try to understand because she's our friend. *(TO SAUCY)* At the same time, Saucy, you should try to understand that sometimes, time can be pretty important to *your* friends.

SAUCY: Like, you mean you guys really are bummed about missing the bus to the museum?

TURNER: I'm glad you've listened, Saucy. Yeah, we're disappointed. We waited for you because we promised we would. But you promised you would be here in time to go.

MATTIC: Yes. You let us down, Saucy.

SAUCY: Wow, dudes. I'm, like, really sorry. I didn't think it was that big of a deal. I'll do better next time, you know?

TURNER: Great! I know you can do it. And see, isn't it nice that we worked out the problem by doing the care-dare-share thing.

MATTIC: What do you mean, Toiner?

TURNER: We *care* about each other, so we *share* our feelings and *dare* to work it out.

SONG "CARE, DARE, SHARE"

Cause if we care,
We gotta share,
And oughtta dare to work it out.

Cause if we care,
We gotta share,
And oughtta dare to work it out.

If I say I'm you're friend and you say you are my friend too,
We will learn together how to work our conflicts through.
If we talk to each other and listen, there is no doubt,
In a conflict we can work it out

Cause if we care,
We gotta share,
And oughtta dare to work it out.

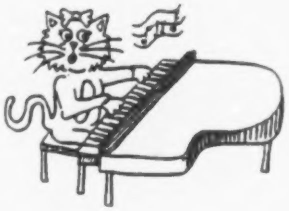
Cause if we care,
We gotta share,
And oughtta dare to work it out.

SAUCY: Well, since it's, like, too late to go to the museum, how about if we all go explore the big, totally radical trash can behind the movie theater.

MATTIC: Yes. Let us do dat. I will race yous to da. . .*(SAUCY EXITS QUICKLY)* Hey. I did not finish saying where I will race yous to da. . . *(HE FOLLOWS SAUCY)* Wait a minute, Saucy. Hey!

TURNER: *(TO SAUCY AND MATTIC)* Uh, I don't think I want to explore the big trash can behind the movie theater. *(EXITING)* Maybe I'll just go to the library instead.

SAY IT AGAIN, SAM



DIRECTIONS:

1. Introduce the activity by telling the students how important it is to listen. It's hard for even good listeners to remember everything they hear. One way to listen well is to restate or "say again" what you hear without changing the meaning.

2. Divide students into groups of 5-6 students.

3. Tell them to sit in a straight row.

4. Ask the first child in each row to move to back of room. Show and read the listening statement to them.

5. Ask each student in the back of the room to restate the statement listening to you out loud. Help the students to include all the information. Explain that they will be the leader of their group.

6. Each student returns to their group and carefully tells the listening statement to the student sitting directly behind him.

7. Each student restates it to the next student, until it reaches the end of the line.

8. Have each student at the end restate what they heard while CHAMP Leaders write it down.

9. Write each statement on the blackboard exactly as it's said and compare with original statements.

10. Discuss the importance of listening well including :

    - Paying attention
    - Looking at the speaker
    - Thinking about what they are saying
    - Not interrupting

If time permits:

11. Try it again with the Conflict Statement to see if groups improve in their listening.

Listening Statement

"The circus is coming to town next week. There will be five big gray elephants, two white tigers and ten polka-dotted clowns. It will cost $5.00 for grown-ups and $2.00 for children."

Conflict Statement

"I don't like it when you push me.

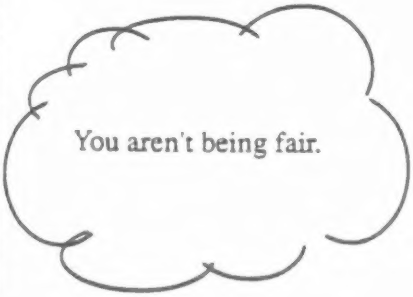
It really hurts my arm. I feel mad."

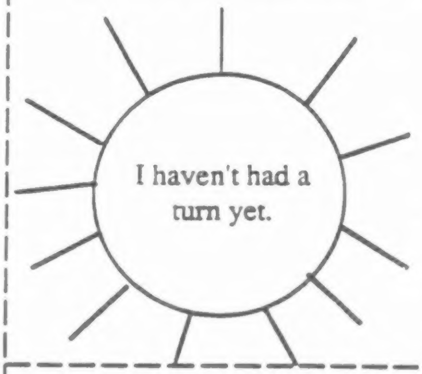
Clearing Up The Clouds

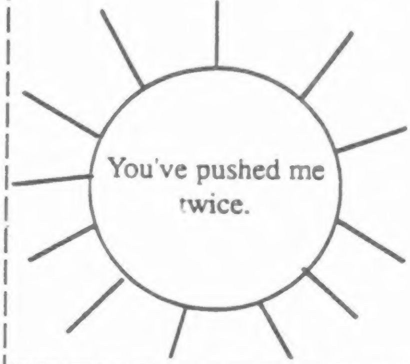
Clear sentences make a word picture that you could draw.
Cloudy sentences use words that are not clear. They can mean many different things.

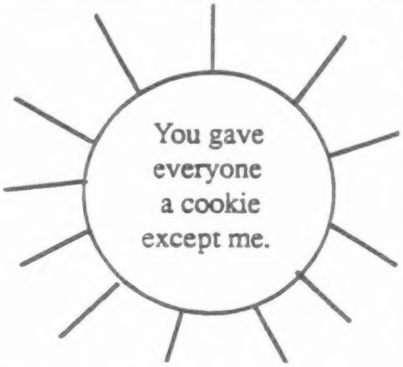
Directions:

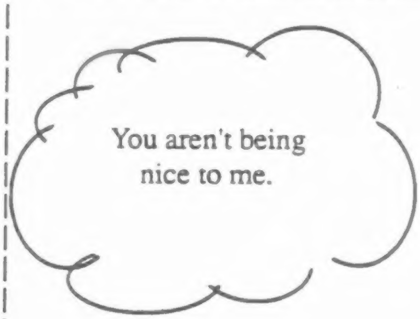
Cut out each of the boxes below. Paste the sentences that are "cloudy" on the cloud side of the page. Paste the sentences that are clear on the sunny side of the page. Place a sunny clear sentence across from any cloudy sentence it helps to explain.

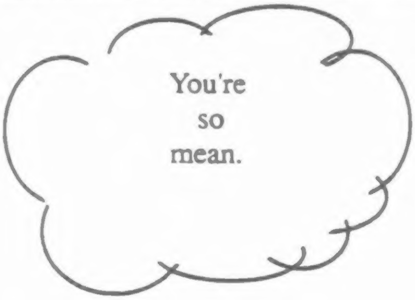

You aren't being fair.


I haven't had a turn yet.

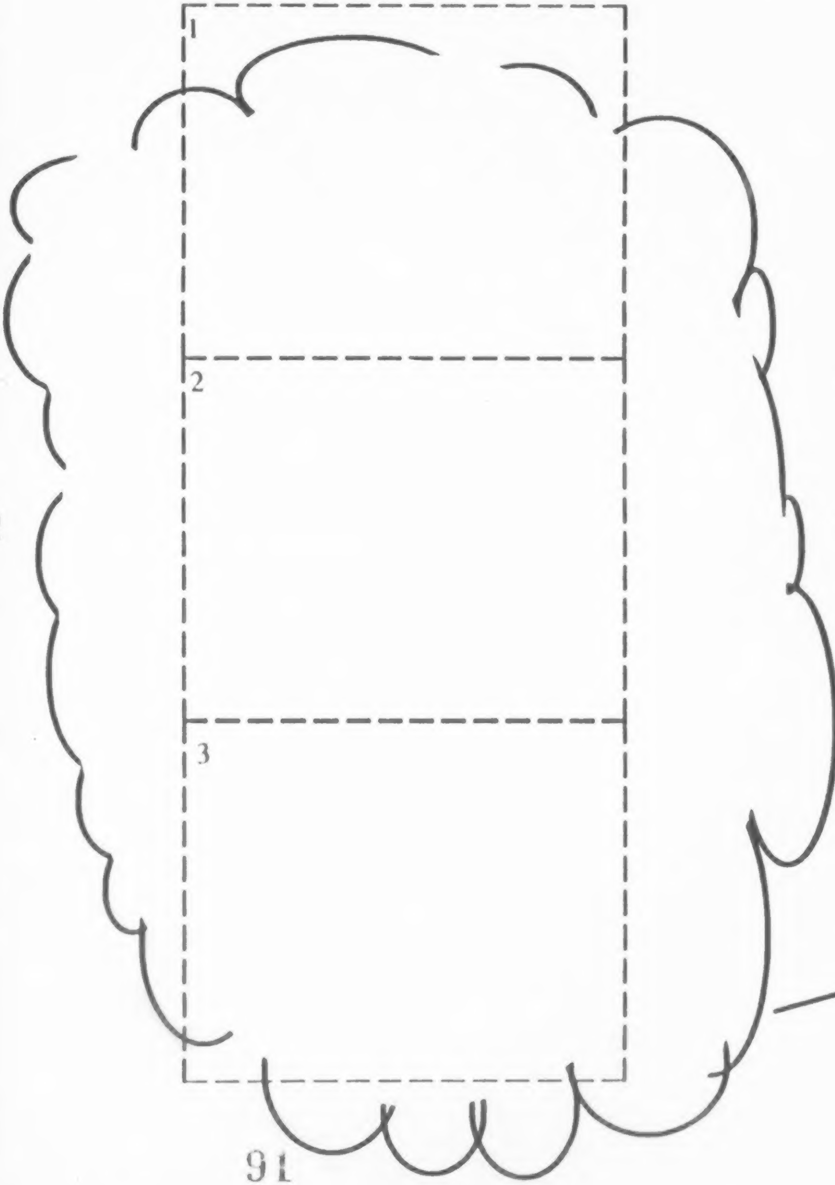

You've pushed me twice.


You gave everyone a cookie except me.


You aren't being nice to me.


You're so mean.

These are cloudy words or sentences.
They don't tell you exactly what people are doing.



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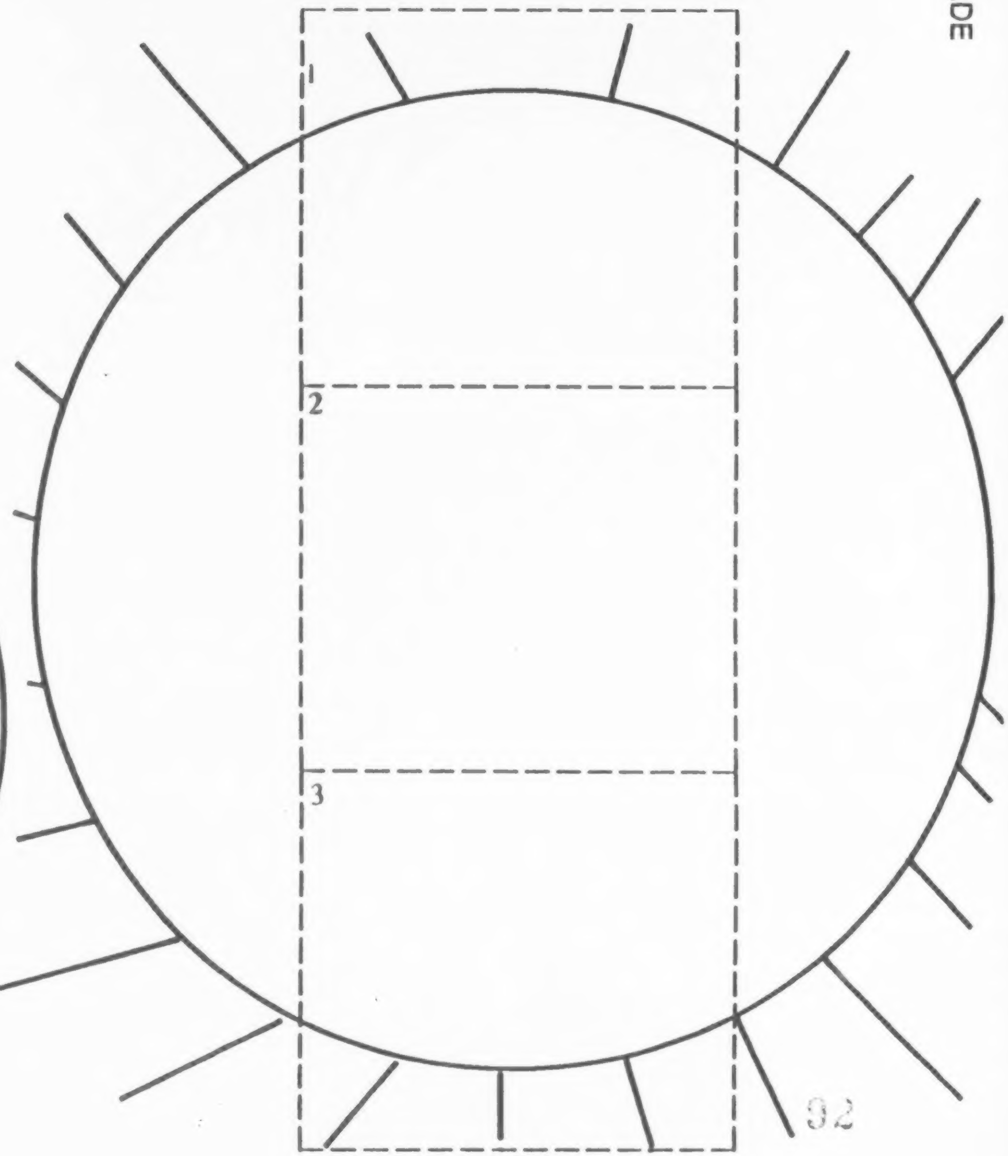
These are clear words or sentences. They tell you exactly what people are doing.



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SECOND GRADE SCRIPT

CAST:
TURNER
CHARITY
MATTIC
SAUCY

(TURNER AND CHARITY ENTER AND ADDRESS AUDIENCE)

CHARITY: Hi kids. I'm Charity and this is my friend, Turner.

TURNER: Yeah, and we're here to talk to you today about conflict resolution.

CHARITY: Conflict resolution are just a couple of big words that mean learning how to get along.

TURNER: That's right. A conflict is a disagreement or argument or fight.

CHARITY: And a resolution means the way something gets settled or worked out.

TURNER: So conflict resolution is just a fancy way of saying settling arguments.

CHARITY: Now you may say, Charity, just how do we settle arguments? *(PAUSE. LOOK AT TURNER.)* Ahem.

TURNER: *(STARTLED AND SUDDENLY REMEMBERING)* Oh, uh, Charity, just how do we settle arguments?

CHARITY: I'm glad you asked. *(ASIDE)* Finally. To help demonstrate conflict resolution to you, we have brought along a couple of friends to help. *(SAUCY AND MATTIC ENTER AND STAND SIDE BY SIDE BETWEEN TURNER AND CHARITY. TURNER SHOULD BE BESIDE MATTIC AND CHARITY BESIDE SAUCY)*

TURNER: Yes. Boys and girls we'd like you to meet, Saucy Cat and Dog Mattic. Say hello to our new friends, please.

MATTIC: Good day to you all.

SAUCY: Like, hello.

CHARITY: Alright, let's get started.

TURNER: You said it.

CHARITY: Yes, I did.

TURNER: I know.

CHARITY: Okay.

TURNER: Okay.

CHARITY: Today, we want to talk about understanding your feelings. . .

TURNER: And the feelings of others, too. I feel fine. How do you feel Mattic?

MATTIC: Oh, just lovely, thank you. *(TO SAUCY)* SAUCY?

SAUCY: Totally, cool, you know? *(TO CHARITY)* What about you, Charity?

CHARITY: Well, I'm feeling pretty good today. But yesterday . . . wait a minute. We're not talking about how you feel.

TURNER: Yes we are. I said I'm fine and Mattic said. . .

CHARITY: No, I mean we aren't *supposed* to be talking about how we feel. We're supposed to be talking about our feelings. You know like when we are angry or scared or sad or happy.

TURNER: That's right. But one of the things about feelings is that lots of people show the same feelings in different ways. For example, Mattic, if you were angry, how would you show that?

MATTIC: Well, I usually, growl and bark like this. *(DEMO)*

CHARITY: But Saucy, when you're angry, what do you do?

SAUCY: Like, I yeowl and hiss like this. *(DEMO)*

CHARITY: Thank you. *(TO AUDIENCE)* Did you notice that Saucy and Mattic do different things when they are angry?

TURNER: I did.

CHARITY: I was talking to the kids, Turner.

TURNER: Oh. I knew that.

CHARITY: Let's try another one. Saucy, when you're happy, how do you show it?

SAUCY: When I'm feeling, like, totally righteous, I purr.

TURNER: What about you, Mattic?

MATTIC: Well, I wag my tail and jump around.

TURNER: Hmm. What do you know? They both show that they're happy in different ways, too.

CHARITY: That's the whole point. Even though people are a lot alike, they can also be very different from each other sometimes.

TURNER: Yeah, because people come from different backgrounds. There's Hispanic, African-American, Asian, Caucasian, and others.

CHARITY: That's right, and each has a different way of looking at things and showing their feelings.

MATTIC: *(TO SAUCY)* Why I even heard dat boys show their feelings differently from girls.

SAUCY: Fer sure, Dog-wonder.

CHARITY: The point is that, if I want someone to understand the way I feel, I have to tell them how I feel.

TURNER: Yeah, and they have to really listen to what you are saying.

SAUCY: But, like, don't forget that in an argument, people sometimes get angry and say or do things they don't really mean.

MATTIC: So, yous have to work extra hard to keep your feelings from taking over. Think about how the other poison might feel.

CHARITY: Good point, Mattic. It's good to let the other person know how you feel. . .

TURNER: Just be careful about how you do that.

SAUCY: And, like, always remember Care-Dare-Share, you know?

MATTIC: Yes. Care about each other - talk and listen.

CHARITY: Share the feelings - both yours and theirs.

TURNER; And then Dare to work it out together.

SONG "CARE, DARE, SHARE"

Cause if we care,
We gotta share,
And oughtta dare to work it out.

Cause if we care,
We gotta share,
And oughtta dare to work it out.

We all know that it's normal to have conflicts.
And I'm sure you'll agree,
When we don't try to understand each other, yeah
It's no way to be.

You're my friend and I'm really gonna listen
To the things that you say.
And I know when I tell you what I'm thinkin', yeah
You're gonna listen to me the same way, hooray.

Cause if we care,
We gotta share,
And oughtta dare to work it out.

Cause if we care,
We gotta share,
And oughtta dare to work it out.

MATTIC: It was very nice of yous to come visit us today.

SAUCY: Get real, Tail-sniffer. They have to be here.

TURNER: Oh, well then it was nice of us to come visit them. *(TURNER AND MATTIC TURN TO EACH OTHER AND SNICKER)*

CHARITY: Well, whatever else is true, it's time for us to go now. See you later everybody.

TURNER: Yeah, bye!

(EXIT ALL)

Feeling Groovy

People show their feelings in different ways. It is important that we share our feelings and respect others' feelings. Even in the same situation people may feel and act differently.

How would you feel if:

1. Everyone gets to go to the zoo today. You have to stay to make up work you missed when you were sick.

I would feel: (Circle) **Mad** **Sad** **Glad** **Don't really mind**

What would you be likely to say or do?

How would you feel if:

2. You were waiting all during recess for a turn on the swing. When it is finally your turn, someone pushes you out of the way and grabs the swing.

I would feel: (Circle) **Mad** **Sad** **Glad** **Don't really mind**

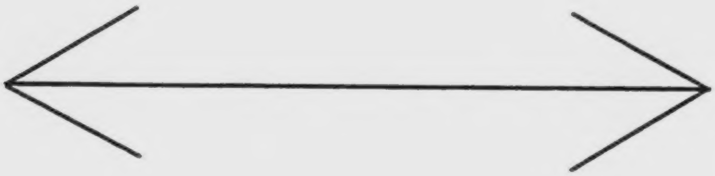
What would you be likely to say or do?

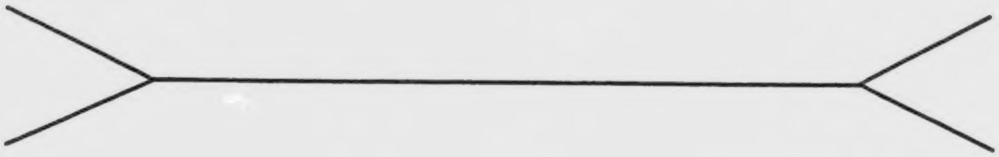
SECOND GRADE

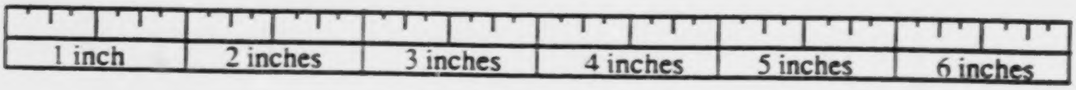
SEEING BOTH SIDES

Directions: Sometimes we don't see things the same way as others. We have a different "point of view".

Look at the lines below. Which one is longer? Measure them using the ruler on the next page. Was your "point of view" right?






1 inch
2 inches
3 inches
4 inches
5 inches
6 inches

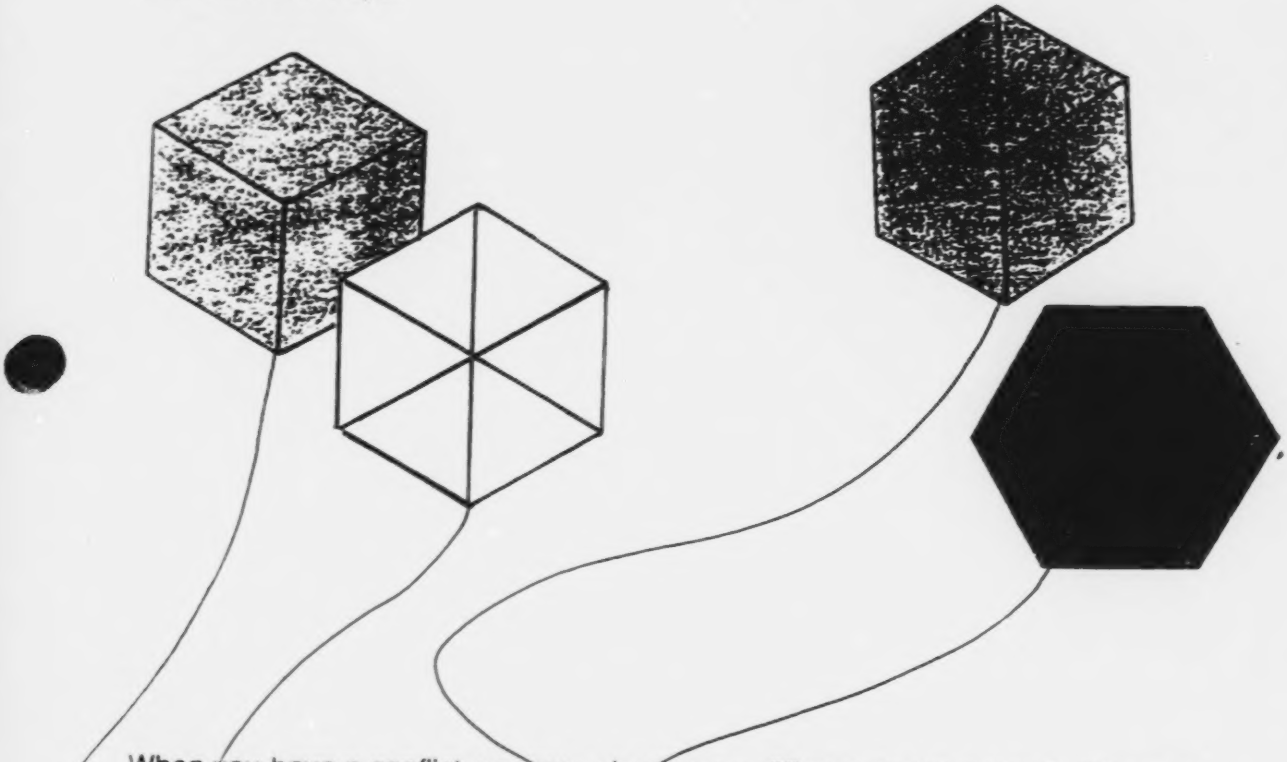
Cut along the dotted lines to use your ruler.

Check the two lines to see which one is longer.

Remember: only measure the line, not the arrows on the ends.

TAKE A SECOND LOOK

Look at this picture. What do you see? Can you see the kites? Are they flat kites or box kites? Do other people see something different? Can you see it the way they do? Can you see the different "points of view"? Just like most conflicts, each kite can be seen **two different** ways.



When you have a conflict, you may also have a different "point of view". When you **share the feelings** you both have, it helps you to see the other person's point of view.

DISCUSS WITH STUDENTS:

Remember a conflict you have had in the past. How did you feel about what happened? How did the other person "see " it? Did you have different "points of view"? Could you see the conflict from their point of view?

LOOK AT THINGS DIFFERENTLY

1. Read to class:

   Here's a familiar nursery rhyme.

   Jack be nimble
   Jack be quick
   Jack jumped over the candlestick.

2. Ask the students to raise their hands answering, "How do you think Jack is feeling about his jumping?"

   Proud?
   Happy?
   Excited?

3. Ask the children:

   How do you think his Mother, baby-sitter, or teacher might feel about his jumping over a lighted candlestick?

   Mad?
   Frightened?
   Worried?
   Annoyed?

4. Now ask the children:

What do you think your Mom would say if you tried something that dangerous?

Think about her point of view.

Jack's Mom might be thinking:

Jack be careful!
Jack don't jump!
Jack, that flame might burn your rump!

5. Ask the children to think of a time they were doing something that they were proud of but someone else, like their Mom, was worried. (i.e.) Climbing a high tree, swimming in the deep end of the pool.

Say to the children:

It is good to see things as someone else would see them.

Can you see another person's point of view?

6. Ask the children to write a poem about Jack from his Mother's point of view. Pass out the poem form for them to use.

ANOTHER POINT OF VIEW

Write a poem about Jack from his Mother's point of view.

Try to make the last words in the last two sentences rhyme.

Jack __________ __________ __________.

Jack __________ ____________________.

__________ __________ __________ ______________

__________ __________ ____________.

(i.e.) Jack, I love you

Jack, I'm scared

Don't try all the tricks you've dared!

OPTIONAL

Three Blind Mice
Three Blind Mice
See how they run
See how they run
They all ran after the farmer's wife.
She cut off their tails with a carving knife
Did you ever see such a sight in your life?
As Three Blind Mice.

Look at this nursery rhyme from the point of view of the mice. How do your mice feel about the farmer's wife? Write a short story or poem.

THIRD GRADE SCRIPT

CAST:
TURNER
CHARITY
MATTIC
SAUCY

(SAUCY ENTERS AND FUMES)

SAUCY: Oh, that, like, totally bogus dog. I hate it when he does that, you know? He makes me sooooo mad.

MATTIC: *(ENTERING)* Hey! Hey! Hey! What are yous doing up here?

SAUCY: Never mind, Mattic, you, like, totally wasted pile of stuffing.

MATTIC: Why yous. . .I oughta. . .if yous are thinking you can stand around and say whatever you want just because you're a girl. . .

SAUCY: Aw, what's the matter, mutthead. Cat got your sense of humor?

MATTIC: You know, yous are not supposed to be up here now, Saucy. Why don't yous get lost before I squash you so flat yous will have to be mailed home in an envelope.

SAUCY: Listen, bones for brains, you"re not supposed to hog the school frisbee either. But you do it, like, all the time. You never let me have a turn, you know?

MATTIC: Dat is because dogs love to play wid frisbees. Cats do not.

SAUCY: How do you, like, know what I like?

MATTIC: I know you do not like to play wid frisbees on account of I am bigger dan you and I sez so.

SAUCY: Well, you may be bigger than me, but you can't tell me what to do. You're not in charge of me. Nobody's in charge of me, you know?

MATTIC: Well, then nobody will miss your ugly face when I bite it off.

TURNER: (*ENTERING WITH CHARITY*) What was that? Did I hear you say something, Mattic?

SAUCY: (*WHINING)* He said he was going to bite my face off. *And* he was hogging the school frisbee. He's a bogus doggy, you know?

MATTIC: Oh yeah. Well, she is the one who has been calling me names.

SAUCY: Did not.

MATTIC: Did so.

SAUCY: Did not.

MATTIC: Did so.

SAUCY: Did not.

MATTIC: Did so.

TURNER: (*SHOUTING*) Hey! Come on, you two.

CHARITY: Yes. You aren't even trying to get along.

SAUCY: Why should I? He started it.

MATTIC: Did not.

SAUCY: Did so.

MATTIC: Did not.

SAUCY: Did so.

MATTIC: Did not.

SAUCY: Did so.

CHARITY: (*LOUDLY*) It doesn't matter who started it.

SAUCY: (*UNDER HER BREATH)* Does too.

TURNER: Charity's right. What matters is that you should try to work out the problem together.

MATTIC: Thanks, yous guys, but this isn't ever gonna get any better. We are just too different. I mean, she's a girl and I'm a boy and she is a cat while I am a dog. . .

SAUCY: And I'm smart and he's stupid.

MATTIC: Yes. *(PAUSE)* What?

TURNER: It doesn't matter how different you are. Each of you is responsible for trying to solve your conflicts. What's the main problem?

CHARITY: The main problem is that Mattic wouldn't let Saucy play with the school frisbee.

MATTIC: Well, I cannot help it if I had it first, can I?

TURNER: Having it first is one thing, but you can share it, you know.

CHARITY: That's right. Didn't you know that Saucy would be upset if you never let her have a turn?

SAUCY: Like, sure he did. He does it all the time just to make me mad, you know?

MATTIC: No, I do not.

SAUCY: Do too.

MATTIC: Do not.

SAUCY: Do too.

MATTIC: Do not!

SAUCY: Do too!

TURNER: *(INTERRUPTING)* Hey!

MATTIC: Easy with dat yelling, kid. Us animals have sensitive ears.

SAUCY: You tell him, Mattic.

CHARITY: There, you see. You two can agree on some things. All you have to do is *want* to.

SAUCY: All right. Let's say that I want to get this problem straightened out with dog breath over there. Like, just how do I do that?

CHARITY: Well, one thing you have to do is talk to each other.

TURNER: But nicely.

CHARITY: That's right, Turner. Get lots of ideas of different ways you can work out your differences. Each of you should say, out loud, what is important to you.

MATTIC: What is important to me is dat I get to play wid da frisbee. . .alot.

SAUCY: But I want to play with it too, you know?

TURNER: Great, now you know what each other wants. But you still have to figure out a way to satisfy both of you. You might need to get some help, with that---somebody who cares about each of you and wants to make it easier for you to solve the problem.

CHARITY: But you both would have to decide that you will stick to the agreement, whatever it is. Remember care-share-dare. Care about each other...

TURNER: Share the feelings, both yours AND the other person's. . .

BOTH: And dare to work it out.

SONG "CARE SHARE DARE"

Cause if we care,
We gotta share,
And oughtta dare to work it out.

Cause if we care,
We gotta share,
And oughtta dare to work it out.

We all know that it's normal to have conflicts.
And I'm sure you'll agree,
When we don't try to understand each other, yeah
It's no way to be.

You're my friend and I'm really gonna listen
To the things that you say.
And I know when I tell you what I'm thinkin', yeah
You're gonna listen to me the same way, hooray.

Cause if we care,
We gotta share,
And oughtta dare to work it out.

Cause if we care,
We gotta share,
And oughtta dare to work it out.

SAUCY: Okay, okay. Let's pretend that slobber nose and I have decided to work things out. . .

MATTIC: *(INTERRUPTING)* And we want their help. . .

SAUCY: If you say so. Anyway, whatta we do?

TURNER: If you really want to solve the problem, then SOLVE it.

SAUCY: Well, what is that supposed to mean? I'm sooo sure.

CHARITY: SOLVE. *(SPELLING IT)* S-O-L-V-E. It's a word to help remember how to solve conflicts.

MATTIC: Cornflakes?

SAUCY: Not cornflakes, conflicts.

MATTIC: Oh.

CHARITY: Sure. And to help you do that, we'll SOLVE the problem. "S" means "set a time limit" for thinking up ways to solve the conflict. Two to three minutes should be enough.

TURNER: "O" stands for "Open your mind." You have to try to understand each other.

CHARITY: "L" means "Let go of judgements." In other words, no put downs, Saucy.

TURNER: "V" is for "Voice all ideas." If you think of ways to work it out but never mention them, how can you try 'em out?

CHARITY: And "E" means "Every idea should be written down." That way you can look them over carefully and figure out which ones are best.

TURNER: Won't you two please try? Please.

SAUCY: Well, okay. I'll try to get along with that. . .

CHARITY: *(INTERRUPTING IN A WARNING TONE)* Saucy. . .

SAUCY: That, that, dog. If he'll, like, share the frisbee with me sometimes, you know?

MATTIC: I guess, since frisbees are soooo much fun, a cat *could* like to play wid one, I suppose. Okay, Saucy, I will take turns playing wid da frisbee.

TURNER: Or, maybe you could play with the frisbee together.

MATTIC: *(WITH INTEREST)* Say now, dat is an idea wort tinkin' about.

SAUCY: Fer sure. Like, why didn't we think of that? C'mom Mattic.

MATTIC: After yous, Miss Saucy.

EXIT MATTIC AND SAUCY

TURNER: Hey, Charity. Uh, how about if we play, too? I'm pretty good with a frisbee. . .just like Mattic.

CHARITY: You are? Okay. I'll throw it and you run and catch it with your mouth...just like Mattic.

TURNER: That's not *exactly* what I meant.

EXIT CHARITY AND TURNER

DARE TO SOLVE THE CONFLICT

CARE
SHARE
DARE

DISCUSS THIS HANDOUT WITH THE CLASS.
There are three steps to resolving conflict.

1. **CARE** About The Facts
   - Talk clearly about your problem.
   - Listen well to the other person's point of view.

2. **SHARE** The Feelings.
   - Telling your feelings to one another often helps everyone.
   - It helps both people understand each other.

3. **DARE** To Work It Out!
   DARE to work it out means **solving** the conflict by finding an answer that both people like. There's a special trick to help you find a good answer to the conflict. You should **SOLVE** the conflict.

   Follow these steps:

   Set a time limit (2-3 minutes).

   Open your mind.

   Let go of judgment (no put-downs).

   Voice all ideas.

   Every idea gets written down.

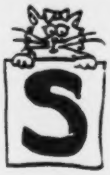
When you follow these steps, you will have a list of possible ideas. Choose the one (or ones) you and the other person both like to **solve** the conflict. Do it.

The **SOLVE** steps are sometimes called brainstorming.

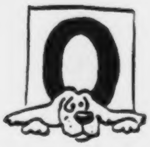
THIRD GRADE

Directions:

Write out each step you should follow when you **DARE** to work it out.



__________ __ __________ __________.



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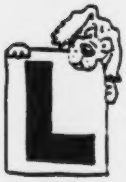

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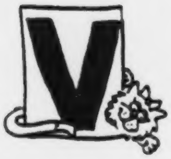

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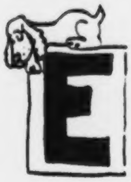

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____________ ______.

YOU CAN "SOLVE" IT

CONDUCT WITH STUDENTS:

1. Hold up an item before the class. Examples: egg beater, tire jack, hula hoop.

2. Ask students to get wild and crazy with creativity. In small groups, with CHAMPS Leader to record in each group, ask students to think of as many uses as possible for the chosen items, using the Brainstorming Method "SOLVE". Allow 3 minutes and encourage the students to go as fast as they can.

3. Ask students to count up all their ideas and report the total number to the class.

4. Ask each group to star the 3 most original ideas on their list.

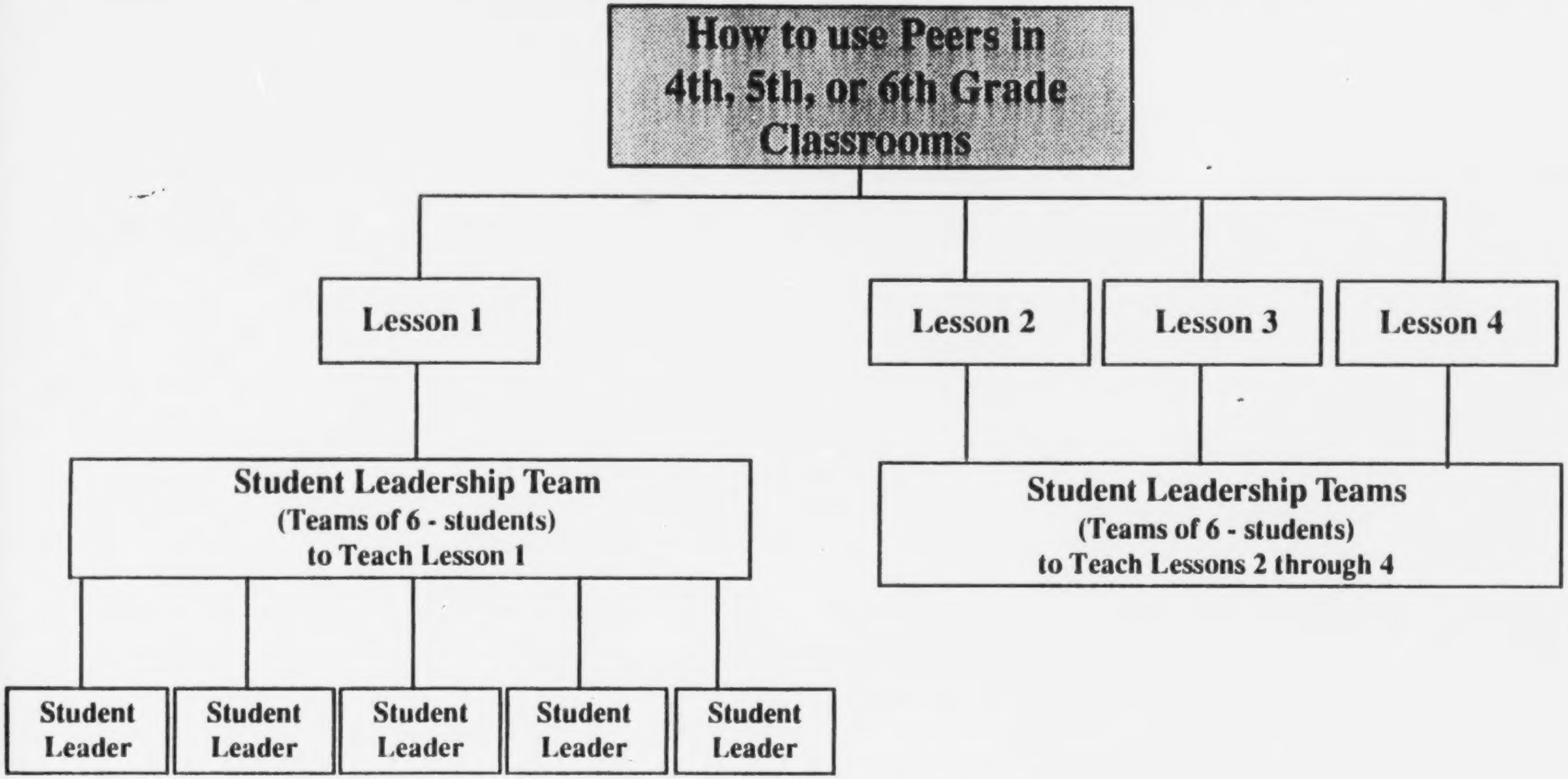
5. As each group reports out, give them one point for each idea, and a second point for any starred idea which no other group has listed.

6. Remind students that when they have a problem, there are lots of possible solutions if they will just "SOLVE" it.

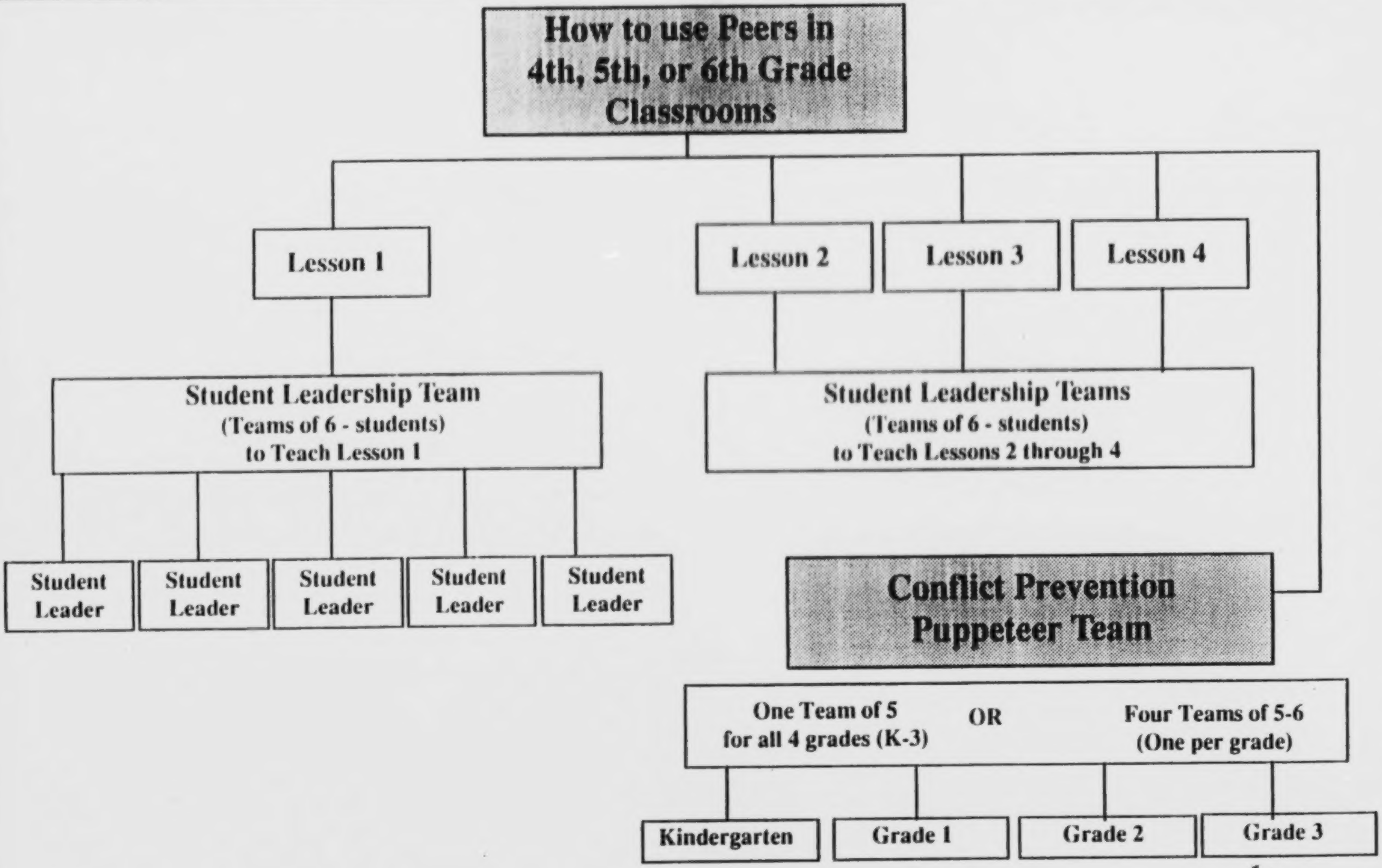
7. Review the steps to "SOLVE" it:

Set a time limit (2-3 minutes).
Open your mind.
Let go of judgment (no put-downs).
Voice all ideas.
Every idea gets written down.

4-6
PEER LED
ACTIVITIES


How to use Peers in 4th, 5th, or 6th Grade Classrooms
Lesson 1
Lesson 2
Lesson 3
Lesson 4
Student Leadership Team (Teams of 6 - students) to Teach Lesson 1
Student Leadership Teams (Teams of 6 - students) to Teach Lessons 2 through 4
Student Leader
Student Leader
Student Leader
Student Leader
Student Leader

Note: All students in 4th - 6th Grades have an opportunity to serve on a team as a leader.



How to use Peers in 4th, 5th, or 6th Grade Classrooms

Lesson 1

Student Leadership Team
(Teams of 6 - students)
to Teach Lesson 1

Student Leader

Student Leader

Student Leader

Student Leader

Student Leader

Lesson 2

Lesson 3

Lesson 4

Student Leadership Teams
(Teams of 6 - students)
to Teach Lessons 2 through 4

Conflict Prevention Puppeteer Team

One Team of 5
for all 4 grades (K-3)

OR

Four Teams of 5-6
(One per grade)

Kindergarten

Grade 1

Grade 2

Grade 3

CONFLICT PREVENTION CURRICULUM
GRADES 4-6

STEP NUMBER	GRADE 4 MEDIATING YOUR OWN CONFLICTS	GRADE 5 AVOIDING GANGS AND VIOLENCE	GRADE 6 BECOMING PEER MEDIATORS
STEP ONE: Talk Clearly	• Introduce Conflict Resolution • Clear Language	• Straight Talk About Gangs • Why Do Kids Join Gangs? • Meeting Your Needs Positively	• Review Conflict Resolution • Introduce PeerMediation Model • Peer Mediator Talk
STEP TWO: Listen Well	• Active Listening	• De-Escalating Angry Confrontations • Listen Them Down Role Plays	• Body Language • Tone of Voice
STEP THREE: Share Feelings	• Owning Feelings • Restating Feelings	• All About Anger • Anger Triggers • Handling Our Anger	• Facilitating Feelings • Restating and Reflecting
STEP FOUR: SOLVE It (Brainstorm Solutions)	• SOLVE It (5 Step Model) • Conflict Role Play	• Clarify Conflict Resolution Model • Considering Consequences	• Limits of Peer Mediators • Resources for Peer Mediators • ConductingPeer Mediation

CONFLICT PREVENTION CURRICULUM
GRADE 4

STEP NUMBER	GRADE 4 MEDIATING YOUR OWN CONFLICTS	GRADE 5	GRADE 6
STEP ONE: Talk Clearly	• Introduce the Conflict Resolution Model • Clear Language		
STEP TWO: Listen Well	• Active Listening		
STEP THREE: Share Feelings	• Own Feelings • Restating Feelings		
STEP FOUR: SOLVE It (Brainstorm)	• SOLVE It (5 Step Model) • Conflict Role Play		

CONFLICT RESOLUTION FOCUS: Step One - Talk Clearly

GRADE LEVEL: Fourth Grade

OBJECTIVE: To understand the need for a Conflict Resolution Model and to be able to list the four steps in a Conflict Resolution Model. To be able to make clear statements without using judgmental words.

TIME NEEDED: 45 Minutes

MATERIALS: Scissors, newspaper for each pair of students.

Student copies of: "Conflict Around You"
"Conflict Resolution Model" - (3 pages)
"Fill in the Model"
"Step One: Talk Clearly"
"Clear It Up!"

ACTIVITY:

1. Read and complete "Conflict Around You."
2. Read the "Conflict Resolution Model" - (all three pages)
3. Complete "Fill in the Model"
4. Read "Step One: Talk Clearly".

   In small groups work together to complete "Clear It Up." Point out how many different pictures can be "painted" from words that aren't clear.

FOURTH GRADE

CONFLICT AROUND YOU

Conflict is the struggle between two or more people who seem to want something different. Conflict is a common part of our everyday life. It can be as small as two four year olds arguing over a toy. It can be as serious as a conflict which results in someone injuring or even killing someone. You are sometimes involved in conflict with others and various conflicts go on around you.

With a partner find at least three articles in the newspaper which seem to deal with conflict. Be sure to look not only at the front page, but also at the sports page, advice columns and even the comics. Cut out these articles.

Complete the following for each article:

1. Title of article (or cartoon) ______________________________

   Who is involved in the conflict? ______________________________

   ____

   ____

   How did they show or express this conflict? ______________________________

   ____

   ____

   Was the conflict solved? ______________________________

   If yes, how? ______________________________

2. Title of article (or cartoon) ______________________________

Who is involved in the conflict? ______________________________

____

____

How did they show or express this conflict? ______________________________

____

____

Was the conflict solved? ______________________________

If yes, how? ______________________________

3. Title of article (or cartoon) ______________________________

Who is involved in the conflict? ______________________________

____

____

How did they show or express this conflict? ______________________________

____

____

Was the conflict solved? ______________________________

If yes, how? ______________________________

CONFLICT RESOLUTION MODEL

A Conflict Resolution Model is a guide or a mental **map** that helps us in solving our own conflicts. It gives us a series of steps we can follow to resolve our conflicts successfully. Some people feel that conflicts always end with a winner and a loser. The conflict resolution model helps you find a solution to conflicts so no one loses and both sides win.

The Conflict Resolution Model involves four steps.

Step One: **Talk Clearly**

Step Two: **Listen Well**

Step Three: **Share Feelings**

Step Four: **SOLVE It (Brainstorm solutions)**

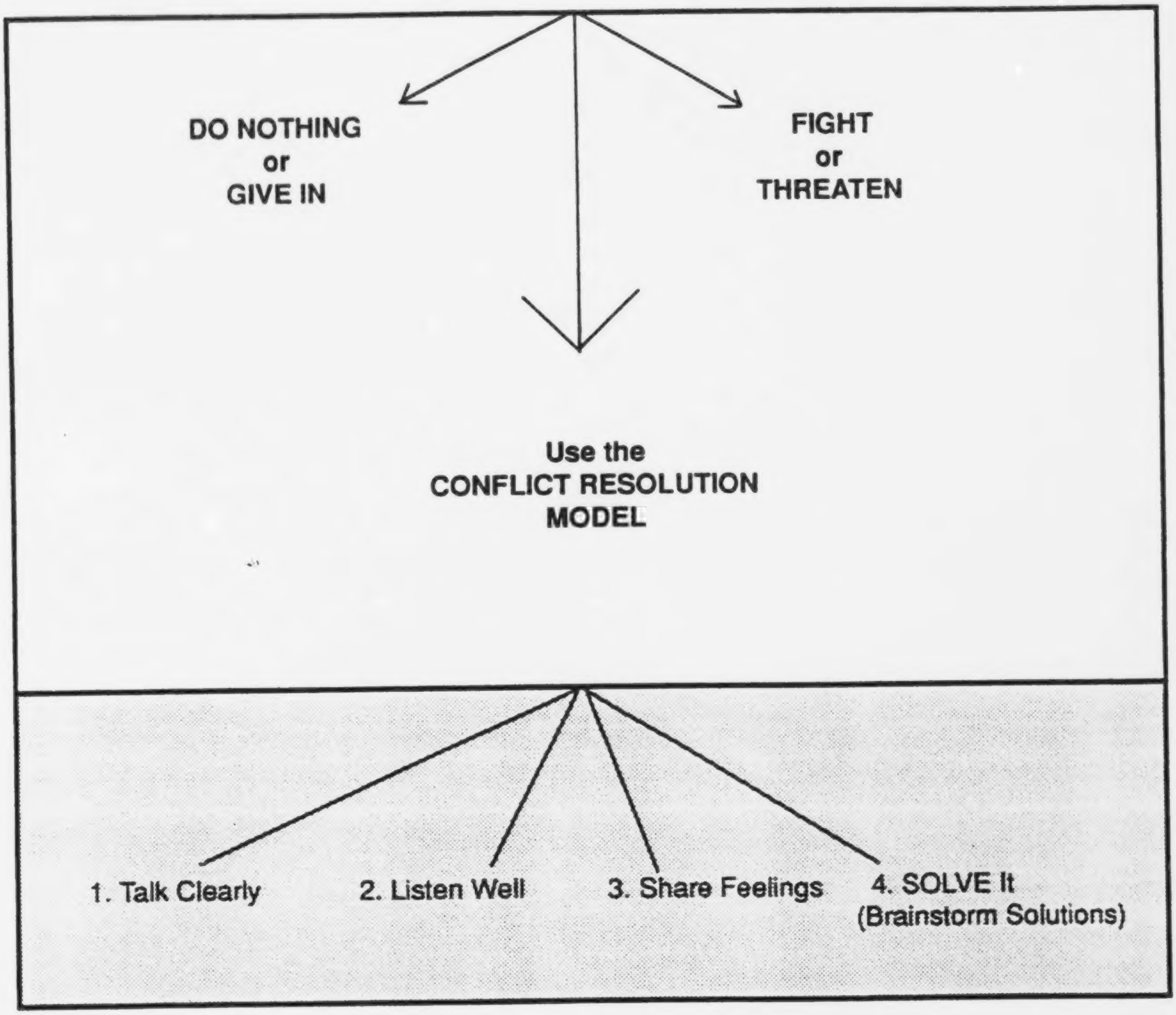
Step One: **Talk Clearly** means to use words that accurately and very specifically state the problem you are having. Use your words to draw a clear picture of the conflict. Don't use mean or angry words. They only cloud the picture.

Step Two: **Listen Well** is a major step in resolving conflict. You must understand the other person's concerns. They also need to understand your concerns. In order to do this, you must not only **listen** silently to the other person, but you must also **let the other person know** you have understood their words and feeling. This is sometimes called **active listening.**

Step Three: **Share Feelings** invites you to **let others know** how you are feeling and to **take responsibility** for your feelings.

Step Four: **SOLVE IT (Brainstorm Solutions)** is a process that allows you to consider a great number of solutions to the conflict. Finding a solution that allows those on both sides of the conflict to feel good is the end result of Step Four.

CONFLICT CHOICES



DO NOTHING
or
GIVE IN

FIGHT
or
THREATEN

Use the
CONFLICT RESOLUTION
MODEL

1. Talk Clearly
2. Listen Well
3. Share Feelings
4. SOLVE It
(Brainstorm Solutions)

Fill in the Model

Fill in the Blanks:

Conflict Resolution Model

Step One: T ___ ___ ___ C ___ ___ ___ ___ ___ ___

Step Two: L ___ ___ ___ ___ ___ W ___ ___ ___

Step Three: S ___ ___ ___ ___ F ___ ___ ___ ___ ___ ___ ___

Step Four: S ___ ___ ___ ___ I ___

Write one sentence describing each step.

Step One: ______________________________

Step Two: ______________________________

Step Three: ______________________________

Step Four: ______________________________

STEP ONE: TALK CLEARLY

When we are angry or upset in the middle of a conflict, we often use words that can make the problem worse. Sometimes we use words that are mean and hurtful. We might use words that blame or judge the other person. These are called **judgmental** words. Also, we often use **vague** or **cloudy words** that don't say clearly what we mean. to say.

Look at this example: **The underlined words are not clear or they are judgmental.**

> "You are **so stupid**. You **never** remember to **clean up** your **part** of the room. I can't stand it!"

So stupid is mean and hurtful. Using these kinds of words won't invite the other person to want to solve the conflict or change what they are doing.

Never is probably not a clear word. Have they really **never**, not even once, done this?

Clean up sounds like a pretty good choice of words, however even these words aren't really clear. What do you mean by **clean up**? No clothes on the floor, toys put away, floor vacuumed, bed made? If you can use clear talk that paints a picture in your mind, others will better understand what is wrong.

Part is also not completely clear. Which **part**? Which areas are you talking about exactly?

Look at this example of talking clearly.

"I'm upset because your bed is not made, your clothes are on the floor and 3 toys are still on the desk."

Does it paint a clearer picture? Could you draw this room more easily now? Notice there are no judgmental words in this sentence and the words used are very clear.

Talking clearly is the first step toward resolving conflict.

FOURTH GRADE

CLEAR IT UP!

Read these sentences made by someone in conflict. **Underline** those words, or groups of words, that are **judgmental** or are **not clear**. Then rewrite the sentence talking clearly, changing the underlined words so they are clear. Drop out all judgmental words.

"You are really rude. You just never share!"

EXAMPLE: You have had the basketball for the last eight practice shots. I would like a turn now.

"Where have you been? You are always late. You don't think of anyone but yourself."

____

____

____

"You always take my things without asking. You can't ever come in my room again."

____

____

____

CONFLICT RESOLUTION FOCUS: Step Two - Listen Well

GRADE LEVEL: Fourth Grade

OBJECTIVE: To demonstrate the ability to listen well to another person.

TIME NEEDED: 40 Minutes

MATERIALS: Student Copies of:
  "Listening Well Skills"
One Set of:
  "Conflict Slips"

ACTIVITY:

1. Divide students into groups of three to play a game called "You Are IT." One person is IT for two minutes. The other two people are asked to really listen to the IT person. They are not to talk at all. They should not agree or disagree with anything IT says. At the end of two minutes call stop. The other two people try to remember everything that IT has said and repeat it back to him. Rotate the person who is IT, so everyone has a chance to be IT. Each IT should discuss one of the following topics.

    - Why should (or should not) fourth graders be allowed to stay at home alone when their parents are out?

    - What does a good friend do? How should a good friend act? Describe the best friend you've ever had and tell why you liked that friend.

- Describe, in detail, a favorite game or activity you like to do. What materials do you need, where do you do this, what are the rules? What do you like best about it?

2. Discuss the following questions in small groups after playing "You Are **IT**!"
   a. How much could you remember of what **IT** said?
   b. Did you ever want to interrupt when **IT** was talking? Why?
   c. How did you feel when the others could remember almost everything you said as **IT**?
   d. How might listening well help to solve a conflict?

3. Read "Listening Well Skills" in pairs and discuss.

4. Lead two students through a Listening Well Role Play while the rest of the class observes. One student is the **talker**, while the other student is the **listener.** The talker draws a "Conflict Slip" out of the box. Role-play the situation described on the Conflict Slip. Encourage the **talker** to use their body and voice to act out the emotions.

   The **listener** should use their listen well skills and respond to the talker in an active listening way. You may wish to demonstrate one role play before the students try it.

   Repeat the five role plays in order to give as many students as possible a chance to be the **listener.**

Ask these questions of the observers after each role play.

- Did the listener interrupt?
- How well did the listener focus on the talker?
- How well could they repeat back what the talker said?
- Did they change the meaning of what the talker said?

LISTENING WELL SKILLS

Listening well means more than being quiet when someone else is talking. It means listening so well that you can repeat back what the other person has just said. Listening well is sometimes called **active listening.**

Follow these steps in listening:

1. **Focus** on the person who is talking. Sit or stand facing them. Look at them.

2. Do not **interrupt,** even if you disagree with them. You can share your ideas after they have finished talking.

3. **Nod** or say "uh huh" once in awhile to show you are listening. This does not mean you agree with them; it means you hear what they are saying.

4. **Restate** (repeat back) to them what you have heard them say. If they say alot, you may need to summarize or group ideas together.

CONFLICT SLIPS

Cut along dotted lines and place in box. The **talker** draws a slip, reads it out loud and begins the role play.

TALKER: Use body and voice to act out the emotions
LISTENER: Use the four LISTENING WELL Skills

Conflict 1:
You just grabbed a book out of your friend's hand, trying to be funny. Your friend started yelling really loud for you to give it back and grabbed your backpack. Your friend called you a "stupid dog face." You're angry and hurt. You were just being silly. You never meant to start a conflict.

Conflict 2:
About two times a week another kid in your class comes to you before school starts and asks to borrow your math homework. They copy it and turn it in. This has happened over the last three weeks. You don't want to let them copy any more. You're afraid the teacher will find out and you will get in trouble.

Conflict 3:
You have been waiting in line to get a drink of water. As you wait, you've turned around to talk to a friend. While you are talking to your friend, another kid goes in front of you and gets a drink. He drinks from the fountain for about two minutes. You're angry.

Conflict 4:

You are going to a birthday party. You start to put on a favorite sweater you'd planned on wearing. You find it crumpled and dirty in your brother's (or sister's) closet. They borrowed it without asking. You're angry and disappointed that you won't be able to wear the sweater.

Conflict 5:

Everyday this week at recess you've played soccer. Each day the same person is always the goalie. They are very good, better than you, but you'd still like to have a turn at being goalie. Everytime you've said, "Can I play goalie today?" they have said, "Maybe later." You're unhappy about not getting a chance to play goalie.

CONFLICT RESOLUTION FOCUS: Step Three - Share Feelings

GRADE LEVEL: Fourth Grade

OBJECTIVES: To practice clearly sharing feelings and reflecting feelings of others.

TIME NEEDED: 40 Minutes (may be done in two sessions)

MATERIALS: Scissors
Student Copies of:
"Share Your Feelings"
"Feeling Word Cards"
"A Mirror On Feelings"
"Reflection Detection"
"Mirror Back"

ACTIVITY:

1. Lead the students in reading and completing "Share Your Feelings."

2. Give each student a copy of "Feeling Word Cards". Have them cut out the six feeling words. Without using words, act out each feeling word. Use body language and facial expressions. As the students recognize a feeling, they should hold that feeling card up in the air. Give a few students in the class a chance to act out the feeling words. Discuss why they didn't always agree on which feeling was being acted out.

3. Use the "Feeling Word Cards" again. Write the following sentence on the board.

   - School starts tomorrow.
   - Our team came in second.
   - I made a C on the test.
   - I will be your partner.

   Ask a student to say one of the sentences six times. Each time they should say it with one of the different feelings on the cards. As the others recognize the feeling, they should hold up that card. Repeat until you've done all four sentences.

4. Read and discuss "A Mirror On Feelings".
   Make sure students understand the following words:

restate	**tone of voice**
mirror	**nonverbal language**

5. Complete the "Reflection Detection" Worksheet.

6. Complete the "Mirror Back" Worksheet.
   Compare your answers with a partner.

SHARE YOUR FEELINGS

Feelings can be very powerful. When you are feeling very sad or very mad or very scared, it's often hard to think. Sharing your feelings with someone else can sometimes help you feel better and think more clearly.

If you are involved in a conflict with someone, it's very likely that both of you will have strong feelings. If the two of you can share your feelings, it will make the conflict easier to solve.

Sharing feelings does not mean blaming the other person. Often we say "You **make** me so mad." We use words that seem to say someone else makes us feel. Someone else has control of our mind. Try using the word **invite** instead of make. This helps you remember that you are in control of yourself.

When you are sharing feelings, use the word invite or change the sentence completely.

Instead of:	**You make me so mad.**
Say:	**I feel so mad.**

When the sentence starts with I and not **you,** it shows you're choosing for yourself. The sentence **"I feel so mad."** doesn't sound hurtful or blame anyone. It just shares how you are feeling. It says, "I'm responsible for my feelings."

FOURTH GRADE

Change the sentences to show that **you decide** how to feel.

Example: You always make me feel so bad.

I FEEL SO BAD.

1. You made me so angry.

I FEEL ______________________________

2. You hurt my feelings.

I FEEL ______________________________

3. You made me feel so scared.

I ______________________________

4. You make me want to scream.

I ______________________________

5. You always confuse me.

____

147

FEELING WORD CARDS

MAD

SAD

GLAD

AFRAID

EXCITED

CONFUSED

MIRROR ON FEELINGS

Sometimes people let you know very clearly what they are feeling. They tell you with words that they are angry, happy, sad or whatever they are feeling. Sometimes people don't use words to tell their feelings. They use their eyes, face and body to say things. This way of sharing feelings is called **nonverbal language**. They also use the sound of their voice. This is called **tone of voice**.

In a conflict, both people have feelings. You need to share yours and listen to the other person's feelings. Remember, listening well does not just mean being quiet. It means letting the other person know you heard what they said. This is called **restating**. You are like a mirror reflecting (**restating**) what the other person seems to be feeling.

If a person clearly tells you with words how they feel, then you simply restate what they said.

I feel so sad.
Restate: **You feel so sad.**

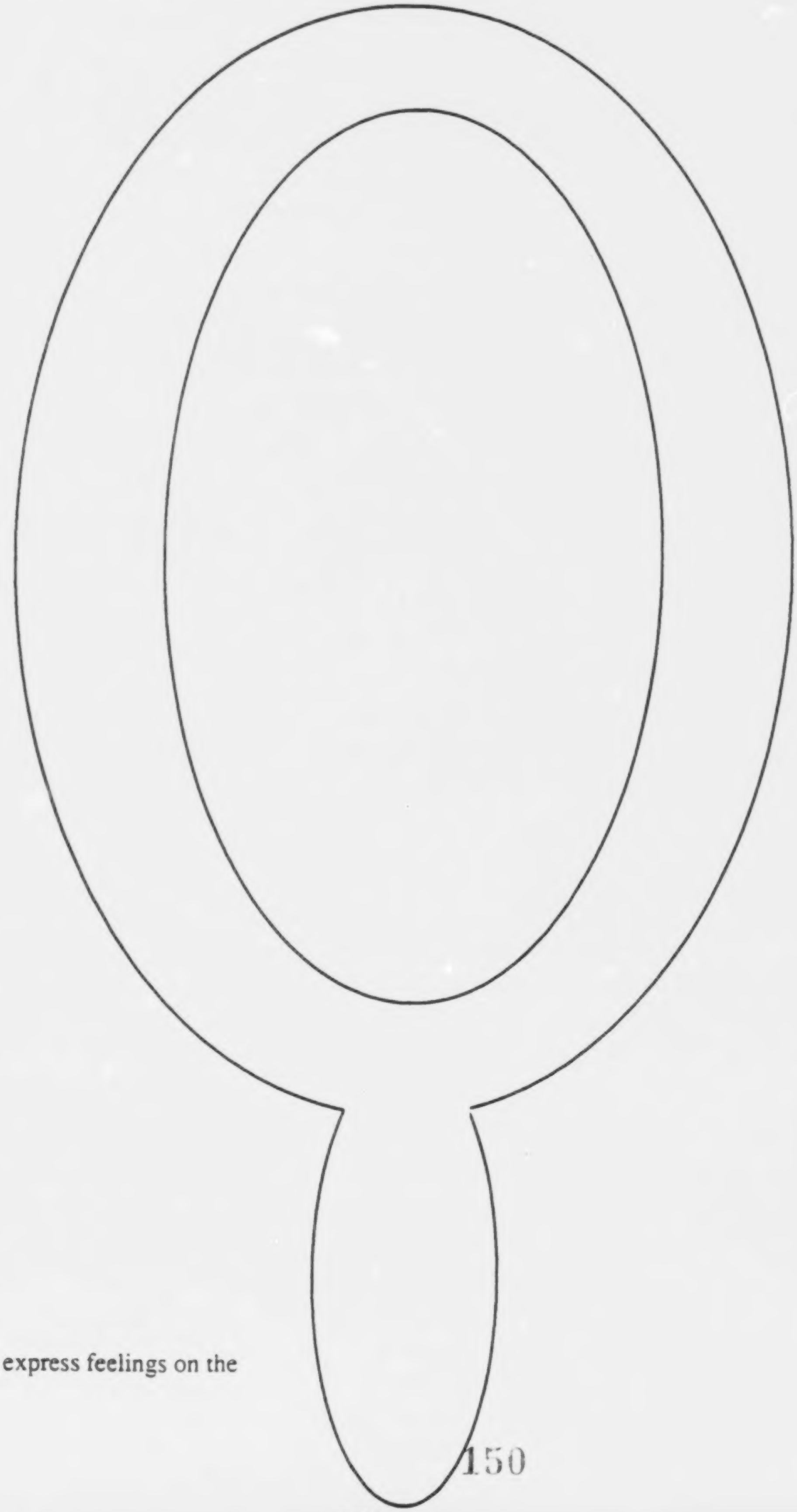
Sometimes they will only use nonverbal language or tone of voice to let you know how they feel. This means you are taking a guess at how they feel. You can't know for sure, because they didn't tell you in words. When they use tone of voice or nonverbal language, you restate a little differently. You reflect the feelings as more of a guess. You use words like:

You seem. . . . .
You appear to feel. . . . .
I think you might feel. . . . .

I never get a turn! Person looks very upset. Their face is red. They are yelling. They stomp their foot. They seem to be mad.

Restate: **You seem pretty mad.**

Reflection Detection

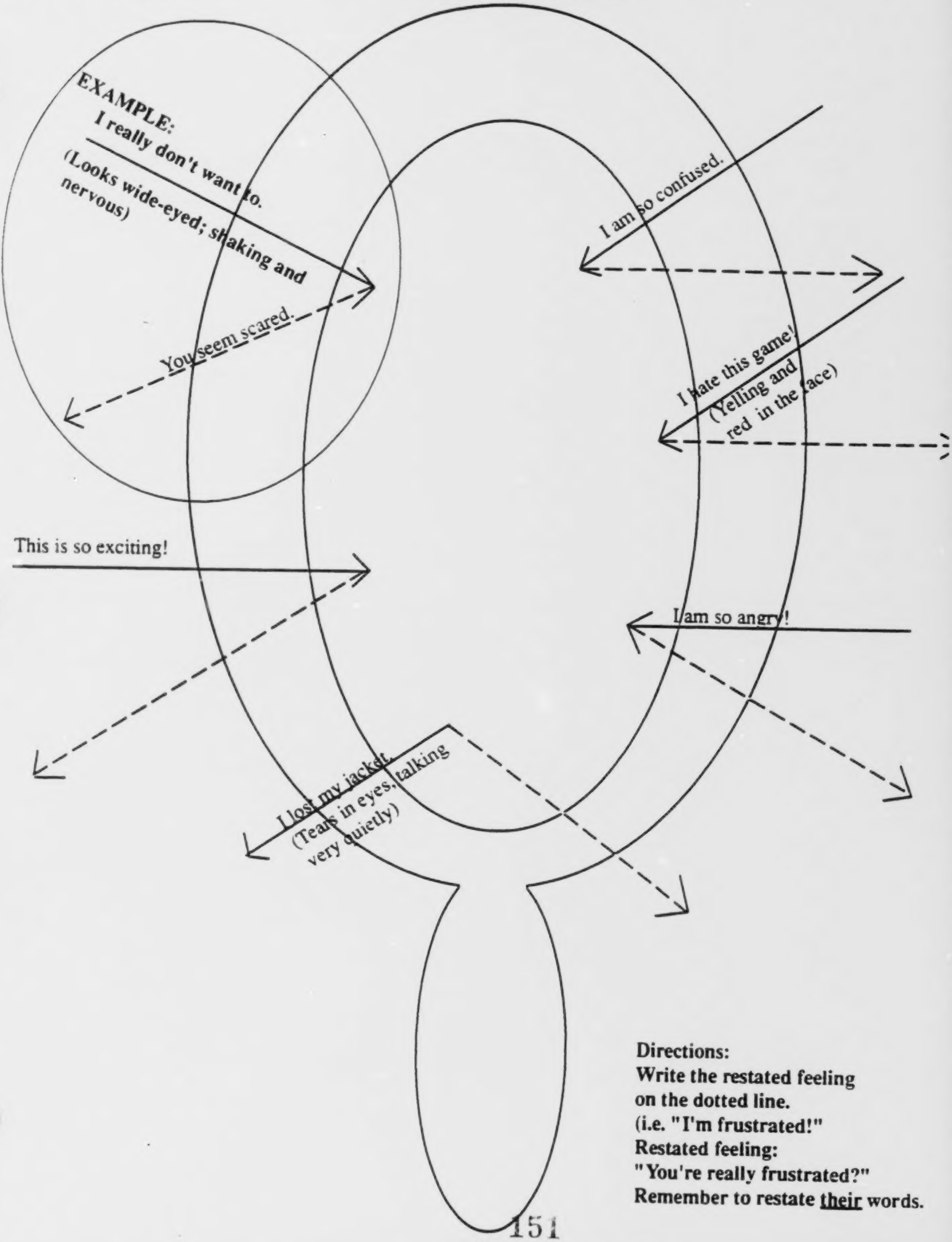


Directions:

Write words that express feelings on the mirror.

150

MIRROR BACK


EXAMPLE:
I really don't want to.
(Looks wide-eyed; shaking and nervous)
You seem scared.
I am so confused.
I hate this game!
(Yelling and red in the face)
This is so exciting!
I am so angry!
I lost my jacket.
(Tears in eyes, talking very quietly)

Directions:
Write the restated feeling
on the dotted line.
(i.e. "I'm frustrated!"
Restated feeling:
"You're really frustrated?"
Remember to restate their words.

CONFLICT RESOLUTION FOCUS: Step Four - SOLVE It

GRADE LEVEL: Fourth Grade

OBJECTIVES: To demonstrate the ability to use a brainstorming technique to solve conflict.

TIME: 40 Minutes (may be done in two sessions)

MATERIALS:
"SOLVE It Steps"
"Hot or Cold? SOLVE It"
"Conflict Resolution Model" - (3 pages - see Fourth Grade Step One: Talk Clearly)
"Conflict Role Play Cards"

ACTIVITY:

1. Read "SOLVE It Steps" to the class. Write the letters S O L V E on the board. Have the students verbally tell you the steps. Let the whole class do it together, then ask some individual students to verbally repeat the steps.

2. Read and complete the "Hot or Cold? - SOLVE It" Worksheet.
   Review the "Conflict Resolution Model" - 3 pages.

3. Divide the class into three or four small groups of six to eight students. In each group, a pair of students should role play conflict resolution using the Conflict Resolution Model while the others watch. The other students in the small group should give the role play pair some feedback on how well they followed the model. Every student should have the opportunity to try the role play. Students can make up their own conflict situation to role play or use one of the situations described on the "Conflict Role Play Cards".

SOLVE It Steps

Conflicts often reappear if one person wins and one loses. In order to truly end a conflict, you must find an answer or solution that **both** people feel OK about. Both sides must be considered; both people must agree that the solution could work and agree to try it.

It isn't always easy to think of a solution where both sides feel satisfied. There's a special trick that will help you find a good answer to the conflict: **SOLVE It.**

Follow these steps:

Set a time limit:

The people in conflict get together to SOLVE It. Find a quiet place where you can talk. Have pencil and paper and a clock. Set a time limit of 3-4 minutes for this part.

Open You Mind:

This is a time to come up with as many ideas as possible. Be wild and crazy in you thinking. Sometimes a silly idea will help you think of an idea that could really work.

Let Go of Judgment:

Do not put down anyone's idea. Do not judge ideas as good or bad at this time. If you say things like, "that won't work" or "I won't do that", you may stop the creative flow of ideas. There will be a time to evaluate ideas later, to decide if they are good or bad.

Voice All Ideas:

Every idea should be shared. Sometimes one idea will help you think of another idea that's almost the same. That's great! Share every idea, even if it's almost the same as another.

Every idea gets written down:

Every single idea should be written down. Later on you will need to look over all the ideas. No ideas should be forgotten. The SOLVE It Steps are also called **brainstorming.**

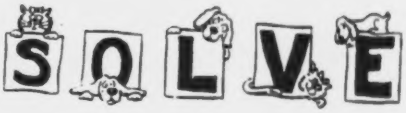
Now you have a long list of ideas to solve the conflict. Look over these ideas carefully. Think about what would happen if you tried each of these ideas. Would this satisfy you? Would it satisfy the other person? This is called thinking about the **consequences** or what will happen if you use this idea.

Choose an idea (or sometimes two ideas) that seem good to both of you. Try the solution. In most cases you solved the conflict.

Hot or Cold? SOLVE It

Let's practice using the SOLVE It Steps.

Set a time limit
Open You Mind
Let Go of Judgment
Voice All Ideas
Every idea gets written down



Get a partner. One of you will be Person A, the other Person B. Pretend the two of you are involved in a conflict. Both of you are doing your homework in the same room. Person A is very hot. The room feels stuffy and very warm to them. Person A opens the window to let in some very cool, fresh air.

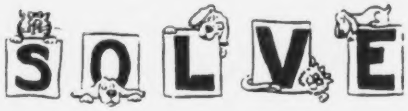
Person B is very cold. They wish there was more heat in the room. When the window is open they really feel cold and start shivering. They yell at Person A, "Shut the window! I'm freezing. I can't study when I'm this cold!"

Person A yells back, "It's so hot in here, I can't study!"

Let's pretend that Person A and Person B understand the Conflict Resolution Model:

Talk Clearly
Listen Well
Share Feelings
SOLVE It

They have done the first three steps and are now ready to SOLVE It. Follow the SOLVE It Steps.



List all your ideas below:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16

17.

18.

19.

20.

With your partner, choose one or more ideas that you think might really solve the conflict. Circle those ideas.

Compare your list and your solution choices to other pairs in your class.

CONFLICT RESOLUTION MODEL

A Conflict Resolution Model is a guide or a mental **map** that helps us in solving our own conflicts. It gives us a series of steps we can follow to resolve our conflicts successfully. Some people feel that conflicts always end with a winner and a loser. The conflict resolution model helps you find a solution to conflicts so **no one** loses and **both sides** win.

The Conflict Resolution Model involves four steps.

Step One: **Talk Clearly**

Step Two: **Listen Well**

Step Three: **Share Feelings**

Step Four: **SOLVE It (Brainstorm solutions)**

Step One: **Talk Clearly** means to use words that accurately and very specifically state the problem you are having. Use your words to draw a clear picture of the conflict. Don't use mean or angry words. They only cloud the picture.

Step Two: **Listen Well** is a major step in resolving conflict. You must understand the other person's concerns. They also need to understand your concerns. In order to do this, you must not only **listen** silently to the other person, but you must also **let the other person know** you have understood their words and feeling. This is sometimes called **active listening**.

Step Three: **Share Feelings** invites you to **let others know** how you are feeling and to **take responsibility** for your feelings.

Step Four: **SOLVE IT (Brainstorm Solutions)** is a process that allows you to consider a great number of solutions to the conflict. Finding a solution that allows those on both sides of the conflict to feel good is the end result of Step Four.

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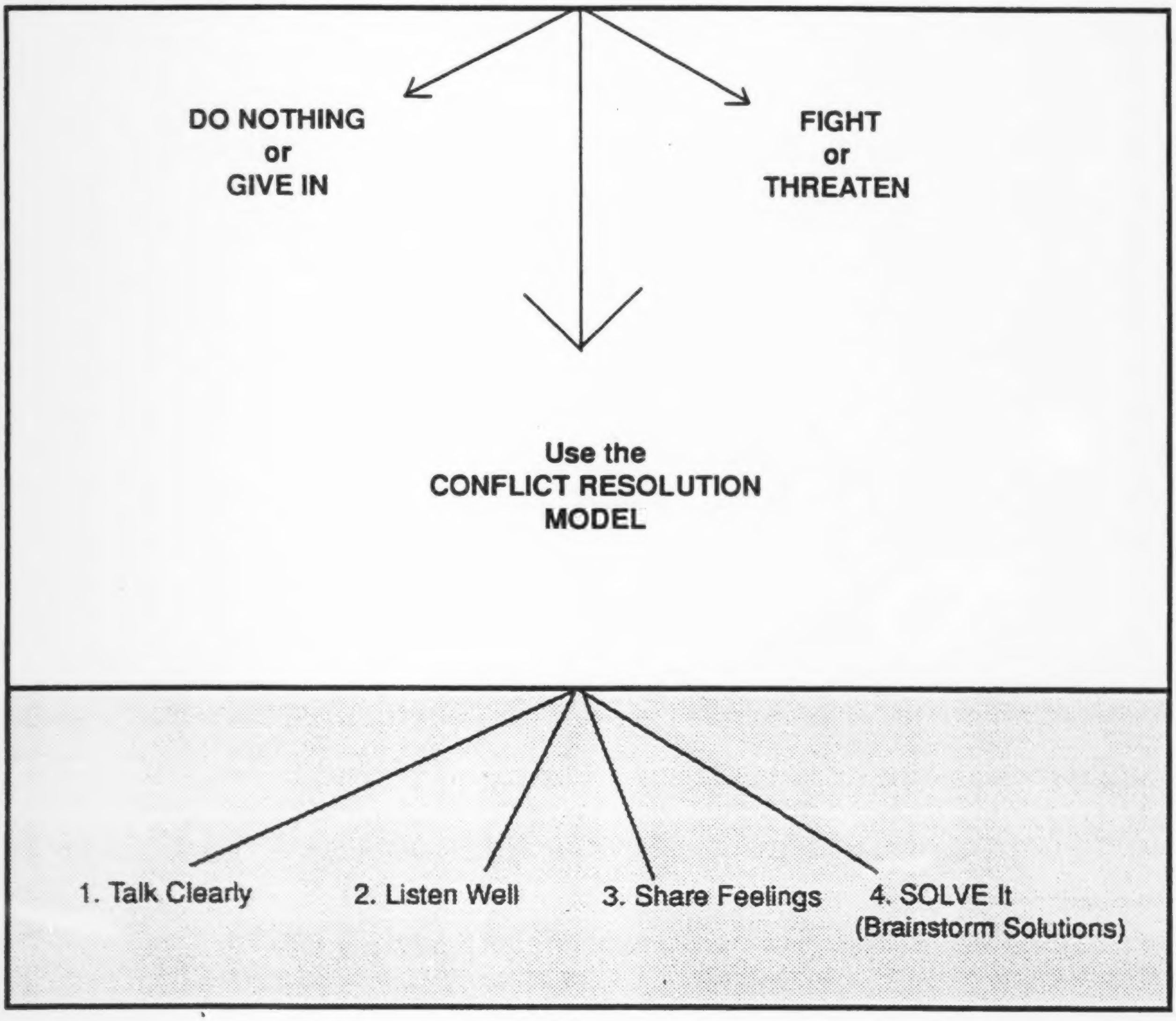
DO NOTHING
or
GIVE IN
FIGHT
or
THREATEN
Use the
CONFLICT RESOLUTION
MODEL
1. Talk Clearly
2. Listen Well
3. Share Feelings
4. SOLVE It
(Brainstorm Solutions)

CONFLICT ROLE PLAY CARDS

You and a friend have an hour to play before you must leave. You really want to play a new video game. Your friend wants to play basketball.

Your friend invites you to come over to their house. You want to be with your friend, but you always seem to go to their house. Today you'd like to go to your house.

Your mom wants you to clean up your room. You want to watch a certain television show.

Your best friend hasn't finished the homework assignment. You have, but don't want your friend to copy it. Your friend asks you to copy it.

Your little brother is bothering you. You don't really want to play with him right now, but you don't want to be mean.

A kid you don't know very well asks you to borrow some money. You don't want to loan the money, but you're kind of scared not to loan it.

CONFLICT PREVENTION CURRICULUM
GRADE 5

STEP NUMBER	GRADE 4	GRADE 5 AVOIDING GANGS AND VIOLENCE	GRADE 6
STEP ONE: Talk Clearly		• Straight Talk About Gangs • Why Do Kids Join Gangs? • Meeting Your Needs Positively	
STEP TWO: Listen Well		• De-Escalating Angry Confrontations • "Listen Them Down" Role Play	
STEP THREE Share Feelings		• All About Anger • Anger Triggers • Handling Our Anger	
STEP FOUR SOLVE It (Brainstorm Solutions)		• Clarify Conflict Resolution Model • Considering Consequences • Considering Consequences Chart	

CONFLICT RESOLUTION FOCUS: Step One - Talk Clearly

GRADE LEVEL: Fifth Grade

OBJECTIVE: To clearly recognize needs in all of us which, when left unmet, may be filled in a variety of negative ways, including violence and gang activity.

TIME NEEDED: 40 minutes

MATERIALS: Student Copies of:
"Why Do Kids Join Gangs?"
"Meeting Your Needs Positively"

ACTIVITY:

1. Lead the students through a listing of all the reasons they think kids join gangs. Write all their ideas on the board.

2. Read out loud, "Why Do Kids Join Gangs?"
Compare these reasons with the reasons the students listed. Did their list address the same needs? Were there any other needs on the students' list?

3. Complete "Meeting Your Needs Positively." Ask students to share their different ways of meeting each need.

WHY DO KIDS JOIN GANGS?

There are many reasons that kids join gangs. Often they are trying to meet some important human needs by joining a gang.

Experts that work with kids and gangs often talk about these reasons for joining in spite of the serious risks.

Need for Identity

People have a need to feel good about themselves and who they are. We need to be recognized as important and capable. Many people fill this need by making good grades, being a good ball player, or participating in activities they can do well.

Need for Belonging

We all need to feel a part of something larger than ourselves. We want to be cared about, supported and needed by others; we often meet this need through our family or good friends.

Need for Protection / Need to Avoid Intimidation

The need to feel safe from harm is a very basic human need. We don't want to be physically or emotionally hurt.

Often young people join gangs to be protected from attacks by outsiders coming into their neighborhoods.

Sometimes kids are almost "forced" to join a gang through extreme, even violent, peer pressure. They are intimidated into joining.

The gang is looked to by gang members as an authority for providing protection, just as most people look to the police or a responsible adult as an authority.

Need for Money

Many sophisticated gangs are involved in criminal activities which can bring in money. There are countless examples in our society of the "importance" of having things, which only money can buy. Some kids see joining the gang as a way of getting that money. Most people find ways to earn money honestly. They also realize that "having things" really isn't that important.

MEETING YOUR NEEDS POSITIVELY

What **positive** ways do you or others meet these needs. List as many as possible. Include activities, hobbies, good habits, helpful relationships, etc.

Need for Identity:

Need for Belonging:

Need for Protection / Need to Avoid Intimidation:

Need for Money:

CONFLICT RESOLUTION FOCUS: Step Two - Listen Well

GRADE LEVEL: Fifth Grade

OBJECTIVE: To allow students to practice techniques of listening well to de-escalate anger.

TIME NEEDED: 30 Minutes

MATERIALS: Student Copies of:
"De-Escalating Anger"
Angry and Listening Slips
2 Hats or 2 Shoe Boxes

ACTIVITY:

1. Pass out and read De-Escalating Anger Sheets.

2. Using the Listening Well Skills, in front of the class, ask two people to role play with one drawing an angry slip and the other drawing a listening slip. The person with the listening slip should announce to the class their role. Pay special attention to the listening well skills. Allow various students to try the situations.

   Model a well-done, pre-planned role play in front of the class before beginning.

   NOTE: Any Angry Slip can be matched with any Listening Slip.

DE-ESCALATING ANGER

When people are angry or upset, they are often scary or difficult to deal with. Being able to deal with an angering person in a skillful way is important to avoid violence and conflict.

One of the most helpful ways to calm people down or "de-escalate" the anger is to REALLY listen to them. People often will let go of their anger once they have had a chance to safely express it to someone who will "Listen Them Down."

People often have another feeling under their anger. Anger may be covering for sadness or fear. Sometimes when people have been listened to well, they will reveal the inner feeling under their anger.

Listening Well means to:

- **Look** at the person.
- **Think** about what they are saying.
- **Restate** (Repeat) a summary of what they said.
- **Reflect** their feeling,
  "You seem to feel angry / sad / frustrated."

ANGRY SLIPS AND LISTENING SLIPS

Cut up slips. Place all the Angry Slips in one box. Place the Listening Slips in the other box.

Angry Slips

You are angry because you got a low grade on a test. You are angry at the teacher because you think he/she doesn't like you. You are really afraid your Dad may beat you when he finds out, but you are embarrassed to say so.

Outward Feeling: Anger
Inner Feelings: Fear & Embarrassment

You are angry because you were not included at recess. You felt like they were ignoring you and leaving you out. You even think you saw them laughing at you and making faces. You really are sad and are afraid you'll be alone all the time.

Outward Feeling: Anger
Inner Feelings: Sad & Afraid

You are angry because you got blamed for messing up the house and most of it wasn't even your stuff. You weren't allowed to go to the movie with everyone else. You are really mad at your Mother and your big brother, who left most of the mess. It's not fair. You're angry, but you're also really hurt that your Mom didn't believe you, and you're worried she doesn't really trust you.

Outward Feeling: Anger
Inner Feeling: Hurt & Worry

Listening Slips

You are a concerned friend. Your angry partner has been your friend for 3 years and you really like him or her.

You are the older brother / sister of the angry person. You really love him / her even though sometimes it's hard.

You are the teammate of the angry partner. He / She is really an important part of the team and will help your team a lot more when they settle down.

CONFLICT RESOLUTION FOCUS: Step Three - Share Feelings

GRADE LEVEL: Fifth Grade

OBJECTIVE: To recognize words or actions that trigger anger and to develop healthy ways to respond.

TIME NEEDED: 30 Minutes

MATERIALS: Student Copies of:
"All About Anger"
"Anger Triggers"
"Handling Our Anger"

ACTIVITY:

1. Read "All About Anger".
2. Read and complete the worksheets "Anger Triggers" and "Handling Our Anger".
3. Discuss with the class ways to avoid initiating or reacting to "Anger Triggers".

ALL ABOUT ANGER

Anger is a normal feeling. Everyone gets angry now and then. There is nothing bad about **feeling** angry, but sometimes what we do when we are angry can hurt us or others. Learning to be angry in a safe way helps everyone.

Why Do We Get Angry?

Why do people get angry? If you feel frustrated, disappointed or helpless, this can lead to anger. Some people call anger a **surface** feeling. It's the feeling that's "on top" or "out front". Under the surface, or below the anger, there is often another feeling like sadness or fear. We often say, "That made me so mad!" We use words that seem to say **someone else** made us feel. Try using a new word instead of made. Say it this way: You **invited** me to feel mad.

Changing the word made to **invite** helps you remember that **you** have the control. You don't give it away to others, so they can make you feel. **You** decide how you want to react to people **yourself!**

FIFTH GRADE

ANGER TRIGGERS

Sometimes people say or do things that seem to very strongly invite you to feel angry. It seems to happen automatically. The things they say or do might be called your anger triggers. You respond very quickly and strongly whenever it happens.

Anger triggers are often certain words or behaviors.

Examples:

Your brother calling you a "baby".
Someone pushing against you.

List your anger triggers. What words or actions trigger your anger too easily?

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

Share your list in a small group. Make a list with the class of anger triggers that seem to show up on a lot of lists. Discuss with the class how they can keep these anger triggers from happening in school.

HANDLING OUR ANGER

When you get angry, your body actually changes. Certain chemicals are released that cause these changes. Your heart beats faster. You breathe more quickly. Your muscles get ready for action. Your body is getting ready to fight or run. You have alot of energy! Sometimes all this energy is used to hurt ourselves or someone else. It is important to release this anger energy in a safe way.

Safe ways to **let go** of this anger energy might be:

1. Go for a fast walk.
2. Punch your pillow.
3. Work through a conflict resolution model.
4. Talk to a friend.
5. Write in a diary.

List other safe ways to **let go** of anger energy.

1. ____

2. ____

3. ____

4. ____

The more we understand anger and our anger triggers, the more we will be in control of ourselves.

CONFLICT RESOLUTION FOCUS: Step Four - Solve It (Brainstorm)

GRADE LEVEL: Fifth Grade

OBJECTIVE: To appreciate some long term effects of unhealthy anger or violence.

TIME NEEDED: 35 Minutes

MATERIALS: Student Copies of:
"Considering Consequences" - 2 pages
"Conflict Resolution Model" - 3 pages
SOLVE It Steps

ACTIVITY:

1. Students will make a list of angry responses that can be hurtful or unsafe to themselves or others. Review the **Solve It** Steps of brainstorming and use this technique to generate the list.

2. Write the word **CONSEQUENCE** on the board. Ask students for a definition. Write a clear, simple definition using the students' words, if possible.

3. Again using the **Solve It** Steps of brainstorming, make a list of consequences on the board that could occur from hurtful, unsafe anger to yourselves and others.

4. Have the students complete "Considering Consequences" in pairs.

5. Ask students to respond to these questions:
    - Which category is the most important to you? Why?
    - Which consequences could affect you for a long time? How?

6. To help avoid these negative consequences of hurtful, unsafe anger, review the "Conflict Resolution Model".

Considering Consequences

Consequences of hurtful, unsafe anger can be divided into four kinds:

Legal, School, Family, Inside

Legal - Those things that happen when you break the law because of anger, ex: probation, jail term.

School - Those things that happen when you act out at school or break school rules, ex: detention, time out.

Family - Those things that happen when you act angry at home in ways that are hurtful or unsafe, ex: grounded, no TV.

Inside - Those things that you do to yourself when acting angry in hurtful, unsafe ways, ex: feel guilty, get a headache.

With a partner, look over the list of consequences you made in class. Fill in the Considering Consequences Chart. Together, decide under which area each consequence fits. Try to come to an agreement. Sometimes a consequence will come under more than one area.

Directions: Fill in the four areas from a list of consequences that could occur from hurtful, unsafe anger. Try to fill in every space.

LEGAL	SCHOOL	FAMILY	INSIDE
EXAMPLE: Going to a juvenile detention center	**EXAMPLE:** No Recess	**EXAMPLE:** Not allowed to have friends over	**EXAMPLE:** No one would play with me
		173	

CONFLICT RESOLUTION MODEL

A Conflict Resolution Model is a guide or a mental **map** that helps us in solving our own conflicts. It gives us a series of steps we can follow to resolve our conflicts successfully. Some people feel that conflicts always end with a winner and a loser. The conflict resolution model helps you find a solution to conflicts so **no one** loses and **both sides** win.

The Conflict Resolution Model involves four steps.

- **Step One:** **Talk Clearly**
- **Step Two:** **Listen Well**
- **Step Three:** **Share Feelings**
- **Step Four:** **SOLVE It (Brainstorm solutions)**

Step One: **Talk Clearly** means to use words that accurately and very specifically state the problem you are having. Use your words to draw a clear picture of the conflict. Don't use mean or angry words. They only cloud the picture.

Step Two: **Listen Well** is a major step in resolving conflict. You must understand the other person's concerns. They also need to understand your concerns. In order to do this, you must not only **listen** silently to the other person, but you must also **let the other person know** you have understood their words and feeling. This is sometimes called **active listening**.

Step Three: **Share Feelings** invites you to **let others know** how you are feeling and to **take responsibility** for your feelings.

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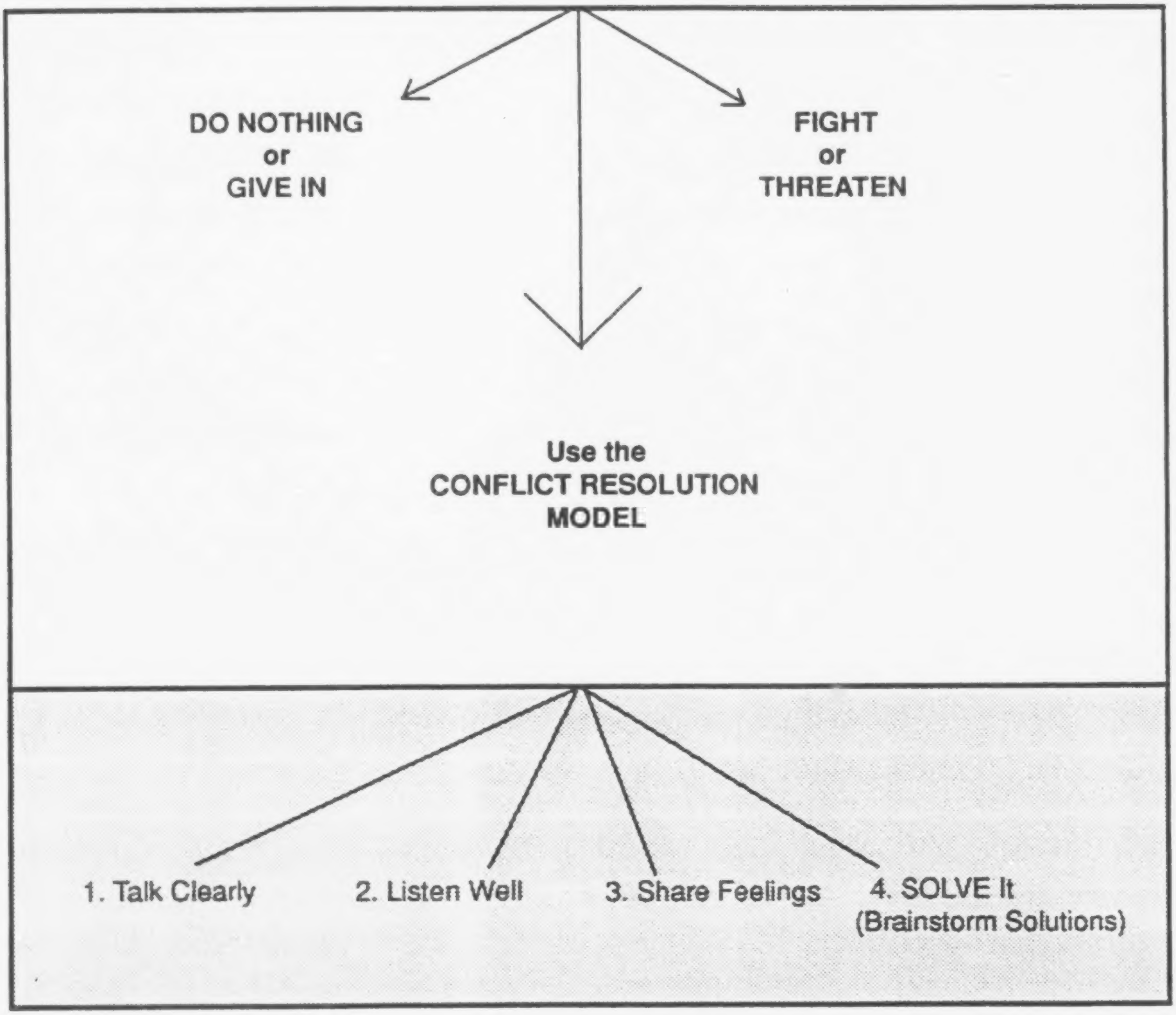
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SOLVE It Steps

Conflicts often reappear if one person wins and one loses. In order to truly end a conflict, you must find an answer or solution that **both** people feel OK about. Both sides must be considered; both people must agree that the solution could work and agree to try it.

It isn't always easy to think of a solution where both sides feel satisfied. There's a special trick that will help you find a good answer to the conflict: **SOLVE It.**

Follow these steps:

Set a time limit:

The people in conflict get together to SOLVE It. Find a quiet place where you can talk. Have pencil and paper and a clock. Set a time limit of 3-4 minutes for this part.

Open You Mind:

This is a time to come up with as many ideas as possible. Be wild and crazy in your thinking. Sometimes a silly idea will help you think of an idea that could really work.

Let Go of Judgment:

Do not put down anyone's idea. Do not judge ideas as good or bad at this time. If you say things like, "that won't work" or "I won't do that", you may stop the creative flow of ideas. There will be a time to evaluate ideas later, to decide if they are good or bad.

Voice All Ideas:

Every idea should be shared. Sometimes one idea will help you think of another idea that's almost the same. That's great! Share every idea, even if it's almost the same as another idea.

Every idea gets written down:

Every single idea should be written down. Later on you will need to look over all the ideas. This way, no ideas will be forgotten. The SOLVE It Steps are sometimes called **brainstorming.**

Now you have a long list of ideas to solve the conflict. Look over these ideas carefu[illegible] Think about what would happen if you tried each of these ideas. Would this satisfy you? Would it satisfy the other person? This is called thinking about the **consequences** or what will happen if you use this idea.

Choose an idea (or sometimes two ideas) that seem good to both of you. Try the solution. In most cases you have solved the conflict.

CONFLICT PREVENTION CURRICULUM
GRADE 6

STEP NUMBER	GRADE 4	GRADE 5	GRADE 6 BECOMING PEER MEDIATORS
STEP ONE: Talk Clearly			• Review Conflict Resolution • Introduce Peer Mediation Model • Peer Mediator Talk
STEP TWO: Listen Well			• Body Language • Tone of Voice
STEP THREE Share Feelings			• Facilitating Feelings • Restating and Reflecting
STEP FOUR SOLVE It (Brainstorm)			• Limits of Peer Mediators • Resources for Peer Mediators • Conducting Peer Mediation

CONFLICT RESOLUTION FOCUS: Step One - Talk Clearly

GRADE LEVEL: Sixth Grade

OBJECTIVE: To aid sixth graders in setting the stage for successful peer mediation and to assist them in accessing their own abilities to TALK CLEARLY, LISTEN WELL, SHARE FEELINGS, and SOLVE IT.

To help older students work well in mediating conflicts with younger students.

TIME NEEDED: 40 Minutes

MATERIALS:
"Conflict Resolution Model" - 3 Pages
"SOLVE It Steps" - 2 Pages
"How To Be A Peer Mediator"
"Pac-Man Worksheets"
"Peer Mediation Model"
"That Was Then - This Is Now"
"Using Peer Mediation To Help Others In Conflict" Worksheets

ACTIVITIES:

1. Begin Step One with a brief review of the Conflict Resolution Model. Pass out the three pages of the model and the two pages of the SOLVE It Steps.

   Review more thoroughly if a large number of students did not learn this in fourth or fifth grade.

2. Introduce Peer Mediators as people who help others to:
   Talk Clearly
   Listen Well
   Share Feelings
   SOLVE It (Brainstorming)

3. Explain the "WHAT IS A PEER MEDIATOR?" Handout.
    a. Introduce the concept that all people have within them the ability to act like a:

       PARENT
       ADULT
       CHILD

    b. Explain that the **Parent** part of each of us helps and protects others. This is called the **NURTURING** Parent. Further, explain that the Parent part of each of us also corrects and criticizes others. This is called the **CRITICAL** Parent.

       Clarify the fact that Peer Mediators do not judge or criticize others. They do not take sides. Peer Mediators should not make statements that sound like a **CRITICAL** Parent.

    c. Explain that the **Child** in each of us helps us to act silly, play and have fun. This is called our **FREE CHILD.** Further explain that the **Child** in each of us also whines, cries, and wants to always "get our own way".

       Clarify that Peer Mediators do not try to act silly or get their own way. They are available to help others solve problems.

    d. Explain that the **Adult** in each of us helps us to think clearly, give clear information, and ask clear questions. Our **Adult** does not judge or interrupt other people. As Peer Mediators, we act like an **Adult** much more than a silly or whiny Child or even as a Parent who might sound critical.

4. Ask students to fill out their PAC-MAN (Parent-Adult-Child) Worksheets. Remind them that they already have the capacity to be great Peer Mediators simply by using their **Adult** self.

5. Hand out Peer Mediation Model.

6. Review "That Was Then, This Is Now".

7. Complete "Using Peer Mediation to Help Others in Conflict" Worksheet.

CONFLICT RESOLUTION MODEL

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The Conflict Resolution Model involves four steps.

Step One: **Talk Clearly**

Step Two: **Listen Well**

Step Three: **Share Feelings**

Step Four: **SOLVE It (Brainstorm solutions)**

Step One: **Talk Clearly** means to use words that accurately and very specifically state the problem you are having. Use your words to draw a clear picture of the conflict. Don't use mean or angry words. They only cloud the picture.

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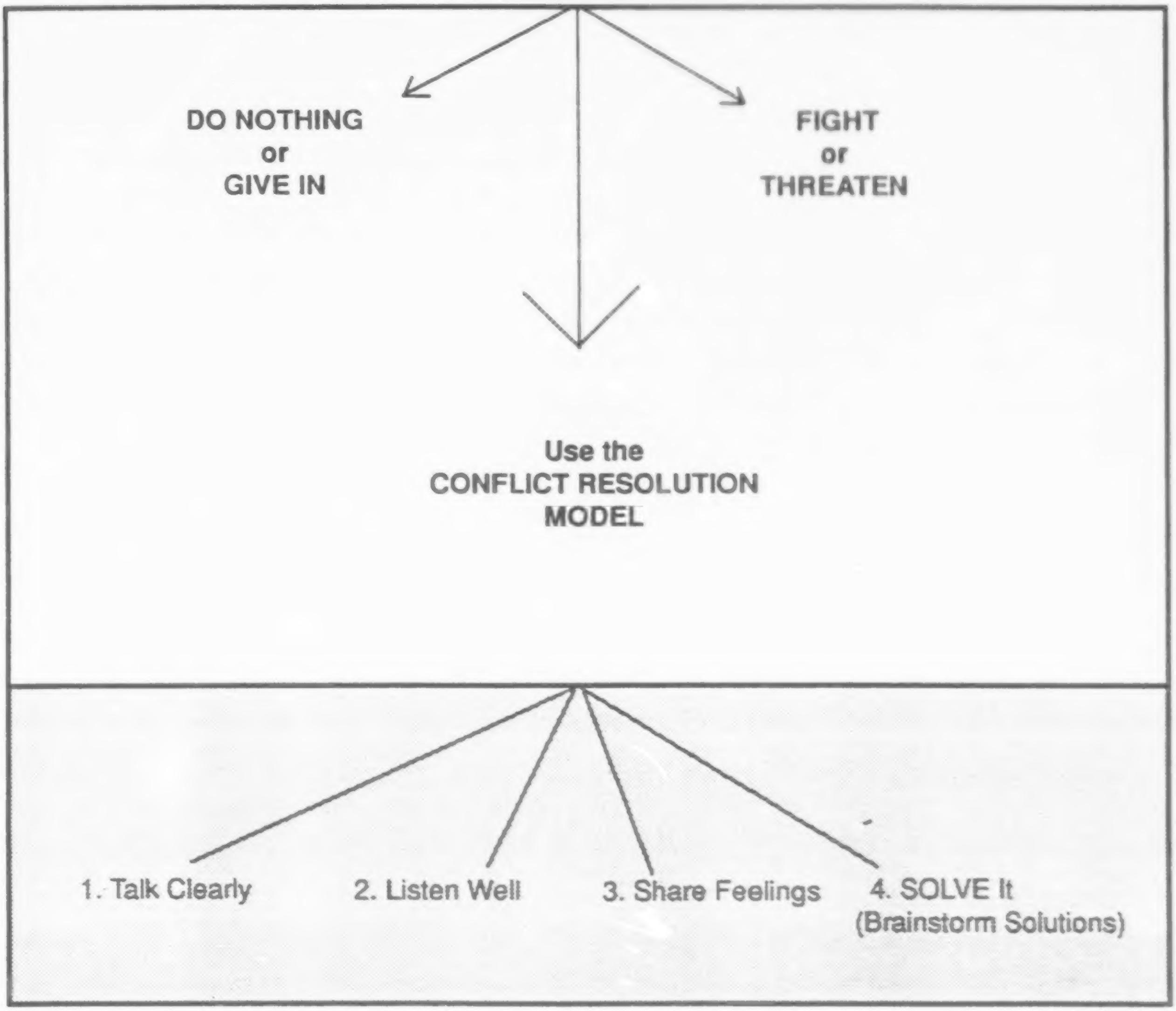
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SIXTH GRADE

SOLVE It Steps

Conflicts often reappear if one person wins and one loses. In order to truly end a conflict, you must find an answer or solution that **both** people feel OK about. Both sides must be considered; both people must agree that the solution could work and agree to try it.

It isn't always easy to think of a solution where both sides feel satisfied. There's a special trick that will help you find a good answer to the conflict: **SOLVE It.**

Follow these steps:

Set a time limit:

The people in conflict get together to SOLVE It. Find a quiet place where you can talk. Have pencil and paper and a clock. Set a time limit of 3-4 minutes for this part.

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Now you have a long list of ideas to solve the conflict. Look over these ideas carefully. Think about what would happen if you tried each of these ideas. Would this satisfy you Would it satisfy the other person? This is called thinking about the **consequences** or what will happen if you use this idea.

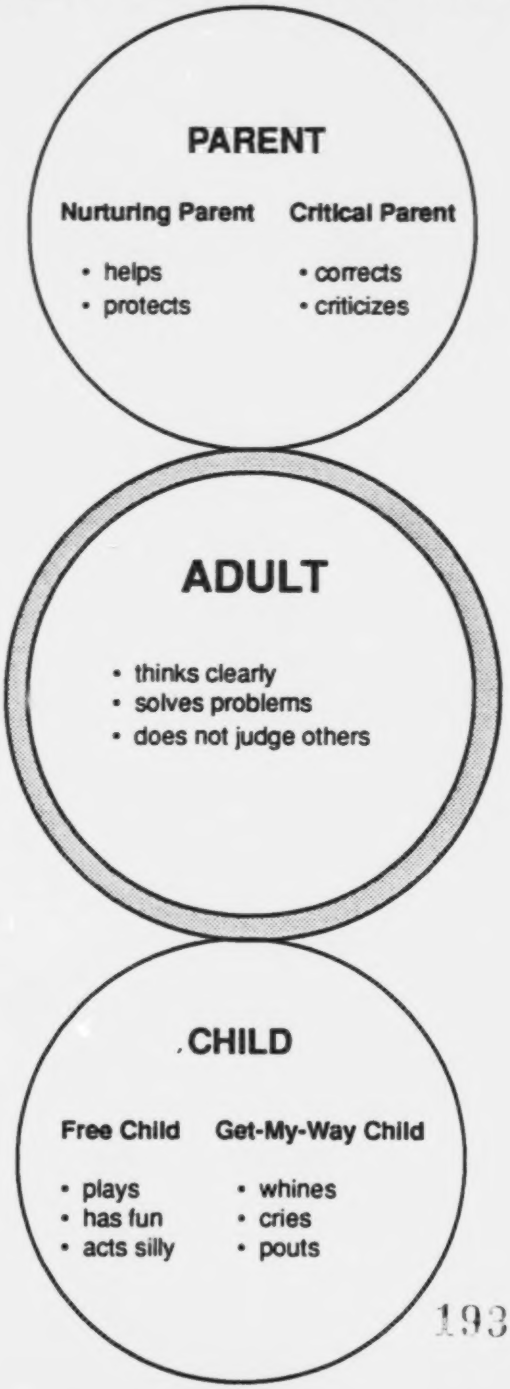
Choose an idea (or sometimes two ideas) that seem good to both of you. Try the solution. In most cases you have solved the conflict.

What is a Peer Mediator?

In a conflict, people sometimes need someone outside of the conflict to help in SOLVING It. These helpers may be called **PEER MEDIATORS.** Peer Mediators are friends helping friends to SOLVE problems. All peers can mediate conflicts if they learn and practice a few simple steps:

THINK CLEARLY, SOLVE PROBLEMS and DO NOT JUDGE OTHERS.

One way to see what a good peer mediator **does** and **does not** do is to see the PAC-MAN MODEL. Remember PAC-MAN stands for Parent, Adult and Child. This diagram shows you that a good peer mediator uses his **Adult** side, not his Critical Parent or Child side.


PARENT
Nurturing Parent
• helps
• protects
Critical Parent
• corrects
• criticizes
ADULT
• thinks clearly
• solves problems
• does not judge others
CHILD
Free Child
• plays
• has fun
• acts silly
Get-My-Way Child
• whines
• cries
• pouts

SIXTH GRADE

P arent
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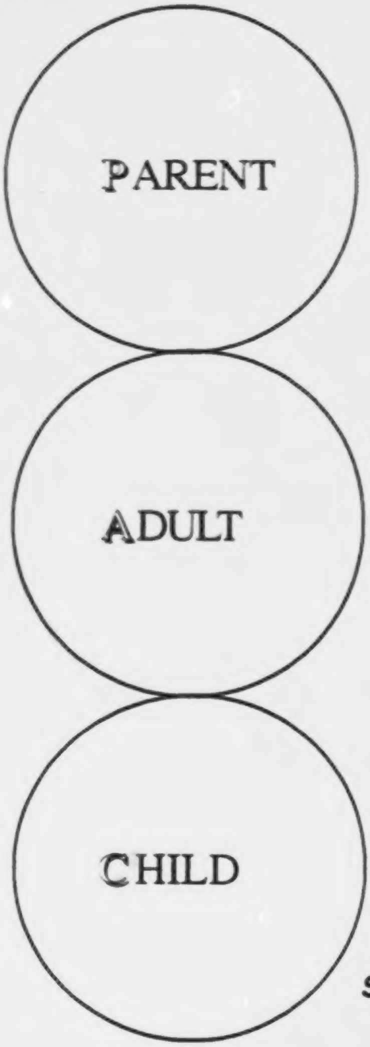

Directions: Look at the three statements below. Identify which is a Parent, Adult or Child statement.

Speaking to your little brother about the mess he left.

"You are such a brat! Look at this mess. You always wreck everything up."

Parent , Adult or Child ______________________________

"You've left a dirty glass and crumbs on the table. Your socks and shoes are still in the den. If you don't clean them up before Mom gets home, we'll both be in trouble."

Parent , Adult or Child ______________________________

"You are so inconsiderate. If you don't get in that den right this minute and clean it up, you'll never get to borrow my stuff again."

Parent , Adult or Child ______________________________

Speaking to your teacher about your late homework.

"I couldn't help it, because no one ever helps me and I don't get it."

Parent , Adult or Child ______________________________

"I had practice after school and a big family get together last night, so I had a hard time finishing my homework."

Parent , Adult or Child ______________________________

"If you didn't give us so much homework all the time, we could get it done, but you always give us too much!"

Parent , Adult or Child ______________________________

Speaking to your Mom about your little sister.

"Mom, she sat and watched TV while I cleaned up the den."

Parent , Adult or Child ______________________________

"Mom, she never does anything. She gets away with murder."

Parent , Adult or Child ______________________________

"Mom, she needs to be grounded. She has to learn a lesson."

Parent , Adult or Child ______________________________

PAC-Man Worksheet

Answer Key

Speaking to your little brother about the mess he left.
"You are such a brat! Look at this mess. You always wreck everything up."

Parent , Adult or Child **Parent or Child**

"You've left a dirty glass and crumbs on the table. Your socks and shoes are still in the den. If you don't clean them up before Mom gets home, we'll both be in trouble."

Parent , Adult or Child **Adult**

"You are so inconsiderate!
If you don't get in that den right this minute and clean it up, you'll never get to borrow my stuff again."

Parent , Adult or Child **Parent**

Speaking to your teacher about your late homework.
"I couldn't help it, because no one ever helps me and I don't get it."

Parent , Adult or Child **Child**

"I had practice after school and a big family get together last night, so I had a hard time finishing my homework."

Parent , Adult or Child **Adult**

"If you didn't give us so much homework all the time, we could get it done, but you always give us too much!"

Parent , Adult or Child **Parent or Child**

Speaking to your Mom about your little sister.
"Mom, she sat and watched TV while I cleaned up the den."

Parent , Adult or Child **Adult**

"Mom, she never does anything. She gets away with murder."

Parent , Adult or Child **Child or Parent**

"Mom, she needs to be grounded. She has to learn a lesson."

Parent , Adult or Child **Parent**

PEER MEDIATORS USE ADULT STATEMENTS

List some things you have heard yourself say which are **Parent** statements. (Remember, **parent** statements are either **nurturing** or **critical**)

. i.e.) "Stop that!" or "Watch out, you'll fall and hurt yourself."

____

____

____

Put * by parent statements that sound **nurturing** and a √ by parent statements that sound **critical**.

Things I have heard myself say when I am "in my child."
(Remember, **Child** statements sound either **fun-loving and free** or **whiny**).

i.e.) "I'm having a ball!" or "I don't like you any more".

____

____

____

Put * by the **Child** statements that are **fun-loving and free** and put a √ by the child statements that sound like you are **whining**.

List three statements you have heard yourself say which are **Adult** statements. (Remember, **Adult** statements are **informative, without judging**.)

i.e.) "It's three o'clock, time to go home." or "I'd like two people to help carry this table."

____

____

____

PEER MEDIATION MODEL

Peer Mediators:

1. HELP PEOPLE TO TALK CLEARLY
2. HELP PEOPLE TO LISTEN WELL
3. HELP PEOPLE TO EXPRESS AND HEAR FEELINGS
4. HELP PEOPLE TO SOLVE IT BY BRAINSTORMING

"THAT WAS THEN, THIS IS NOW

PEER MEDIATION MODEL

Peer Mediators:

1. HELP PEOPLE TO **TALK CLEARLY**
2. HELP PEOPLE TO **LISTEN WELL**
3. HELP PEOPLE TO **EXPRESS AND HEAR FEELINGS**
4. HELP PEOPLE TO **SOLVE IT** BY BRAINSTORMING

When Peer Mediators are helping younger children to solve problems or disputes, it will be necessary for you to use the words that the smaller children know.

The kindergarten through third grade children have been taught to:

CARE
SHARE
DARE

CARE
SHARE
DARE

CARE about others by talking and listening.

SHARE feelings without interrupting.

DARE to work it out together.

These steps fit nicely into the older students Conflict Resolution Model like this:

1. Talk Clearly
&
2. Listen Well } = **CARE**

3. Express & Hear Feelings = **SHARE**

4. SOLVE It by Brainstorming = **DARE**

USING PEER MEDIATION TO HELP OTHERS IN CONFLICT

You know that all people can help others in conflict if they practice some simple, but effective steps.

Fill in the blanks:

1. __ E L __   P __ O __ __ E   T __   T __ __ __   __ L __ __ R L __

2. H __ L __   P E __ __ __ __   T __   L __ S __ __ N   W __ __ L.

3. H __ __ P   __ E __ __ L __   __ O   __ X __ __ __ S S   A __ __

   H __ __ R   F __ __ __ I __ G S.

4. __ __ L P   __ E O P __ __   __ __   "S __ L V __   __ T"

   __ Y   B R __ __ N __ T __ R __ I N __.

HINT: Each sentence starts with the word HELP.

CONFLICT RESOLUTION FOCUS: Step Two - Listen Well

GRADE LEVEL: Sixth Grade

OBJECTIVE: To help sixth graders learn to listen for meaning beyond the words. Introduction of the nonverbal listening skills of body language and tone of voice will help students to be more accurate in their interpretation of others' needs.

TIME NEEDED: 30 Minutes

MATERIALS: "What Do You Hear?" (one per group of four)
"Body Language Charades" (one only)

ACTIVITIES:

1. Tell students that today they are going to learn to LISTEN in a new way.

2. Explain that there are two kinds of communication:
    VERBAL - the actual words spoken.
    NONVERBAL - the other signals sent besides the words in a communication.

3. Ask students to list as many NONVERBAL ways to communicate as they can think of.

4. Ask students to pair up, then join in groups of four to make their lists as long as possible.

5. After reporting and recording all student ideas, explain that two major areas of NONVERBAL communication are:

   - •Body Language
   - •Tone of Voice

6. Pass out "What Do You Hear?" sheets. Ask students in their groups to take turns saying each sentence with a different feeling expressed in their tone of voice. Try to make each reading sound as different as possible.

7. Ask students to try the list again, this time standing up and adding hand gestures, facial expressions and body stances that add to the meaning of the words and tone of voice. Tell students that this is known as Body Language

8. Complete "Body Language Charades". See if students can demonstrate the power of Body Language by using no words at all to express:

   - **"Don't come near me."**
   - **"I'm scared to death, please be nice to me."**
   - **"I'm pretty sure that I'm more "cool" than anyone around here."**
   - **"I've just had the most frustrating day. If one more thing happens, I just may explode."**
   - **"I'm about to burst into tears, but I'm trying to act like nothing's wrong."**

"WHAT DO YOU HEAR?"

1. "I can't wait to meet your new friend."

2. "You got a letter from my teacher?"

3. "Our soccer team is bad."

4. "Did you see her outfit?"

5. "Where are the bathrooms?"

6. "You just don't get it."

BODY LANGUAGE CHARADES

Directions: Cut into slips. Draw slips and act out using NO words. The class is to guess what they are saying with their BODY LANGUAGE.

- -

"Don't come near me."

- -

"I'm scared to death, please be nice to me."

- -

"I'm pretty sure that I'm more "cool" than anyone around here."

- -

"I've just had the most frustrating day. If one more thing happens, I just may explode."

- -

"I'm about to burst into tears, but I'm trying to act like nothing's wrong."

CONFLICT RESOLUTIONS: Step Three - Share Feelings

GRADE LEVEL: Sixth Grade

OBJECTIVE: To assist students in learning the helping skills of reflection of feelings and restating the issues.

TIME NEEDED: 20 Minutes

MATERIALS: Student Copies Of:
"Guidelines For Restating And Reflecting"
"Let's Reflect On It"

ACTIVITIES:

1. Ask student to name some famous detectives, (i.e.) Sherlock Holmes, Columbo, Magnum P.I., Ace Ventura, Pet Detective.

2. Ask "What do detectives do?" Reinforce any answers, particularly focusing on "Detectives look for clues."

3. Tell students that as Peer Mediators, one of the most important things they will do is to look for clues. Their clues will be ones that tell:

   - What really **HAPPENED**. (Just the facts, ma'am. Nothing but the facts.)
   - What each person is **FEELING.**

4. Tell students that the most helpful things they can do as Peer Mediators are to:

   RESTATE
   and
   REFLECT

RESTATE means to **re-tell the message "without changing the meaning".** REFLECT means to say the FEELING you think they are feeling, starting with **"You seem to feel..." or "You sound like you feel..."**

Hand out "Guidelines For Restating And Reflecting".

5. After individually filling out "Let's Reflect On It", ask students to pair up and take turns out loud.

   RESTATING messages
   and
   REFLECTING feelings

   *When you RESTATE, do so without changing the meaning, showing that you understand and stating it like a gentle question.

   For example:
   Message: "I've had a really bad day!"
   Re-Statement: "You had a really bad day?"
   Reflection of Feeling: "You seem to feel sad."

6. Role-play some of these or other examples in front of the whole group. Always make sure that you keep in mind the guidelines for Restatements and Reflections.

GUIDELINES FOR RESTATING
AND
REFLECTING

ReStatings:

1. Use their words.
2. Don't change the meaning.
3. Are asked like a gentle question.

Reflecting Feelings:

1. Say the feelings you think they are feeling.
2. Start gently with "You seem to feel..." or "You sound like you feel..."
3. Consider "under the surface," feelings (i.e.) "You say you are angry, but you really sound more hurt."

LET'S REFLECT ON IT

Always restate without changing the meaning, showing that you understand AND stating it like a gentle question. Reflect feeling, starting with, "It sounds like . . . ." or "You seem to feel . . . ."

"I hate Social Studies!"

Restate: "You ____?"

Reflect the Feeling: "It sounds like ____________________________________."

"This sport is just too hard!"

ReState: "____?"

Reflect the Feeling: "____."

"You always treat me bad."

ReState: "____."

Reflect the Feeling: "____."

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CONFLICT RESOLUTION FOCUS: Step Four - SOLVE It

GRADE LEVEL: Sixth Grade

OBJECTIVE: To utilize the **SOLVE It Method** of Generating Creative Solutions to help peers understand the limits of peer mediation, how to get help, and how to give help.

TIME NEEDED: 40 Minutes

MATERIALS: Student copies of:
"Before a Peer Mediation"
"Checklist for Peer Mediation"
"After a Peer Mediation"

ACTIVITY: Peer Mediation Checklist

1. Reintroduce students to the **SOLVE It Method** of brainstorming.

    Set time limit (2-3 minutes).
    Open your mind.
    Let go of judgments - no put downs.
    Voice all opinions.
    Every answer gets written down.

Write the steps on the board.

2. Read and discuss "Before a Peer Mediation", "Checklist for Peer Mediation", and "After a Peer Mediation" with the students. Role play a peer mediation in front of the class with four students (two peer mediators and two in conflict). Have each student follow the role play using the "Checklist for Peer Mediation". As the peer mediators complete a step on the checklist, the students should check it off. At the end of the role play, allow the class to discuss the mediation process, as well as the peer mediator's strengths and areas that might need improvement.

3. Have the group define the **role** of Peer Mediators as well as the **limits** on the role of Peer Mediators. Use the SOLVE IT process to answer these questions:

   A. "What are some appropriate conflicts that peers can help solve?"
   Two recorders will help this process by writing all answers down on a blackboard or flip chart for all to see. SOLVE It out loud for three minutes.

   B. Once again use three minutes and dual recorders to SOLVE the question: "What situations or problems **go beyond** the limits of peers to mediate?"

   Example: A child threatening to harm himself or others.

   C. Generate one more list of creative solutions to the question, "To whom would you go for extra help in resolving a conflict?"
   Time limit: 2 minutes.

BEFORE A PEER MEDIATION

BEFORE starting a peer mediation:

1. **MAKE SURE YOU HAVE A PEER MEDIATOR PARTNER.** Working in pairs allows you to help each other remember all the peer mediation skills you have learned.

2. **REVIEW YOUR PEER MEDIATION CHECKLIST.** Decide who will take the lead role in each section of the mediation process.

3. **MAKE SURE YOU HAVE A PRIVATE PLACE** that allows everyone to see each other and feel comfortable.

NOTE: Inform your teacher or sponsor when you are ready to serve as a peer mediator. They will review the skills with you and set up your first mediation.

SIXTH GRADE

CHECKLIST FOR PEER MEDIATION

PEER MEDIATOR MUST ASK SELF. . . . . . .

Did I help those in conflict to:

Check, if done

Talk Clearly ?

Peer Mediators will:

- Ask each person if they WANT HELP. ______
- Ask each person if they are willing to TALK, LISTEN, SHARE FEELINGS AND SOLVE IT. ______
- Ask each person to TELL THE FACTS of what happened. ______

Listen Well ?

Peer Mediators will:

- Ask each person to listen to THE FACTS as seen by the other person. ______
- Ask each person to re-state the others' FACTS. ______

Share Feelings ?

Peer Mediators will:

- Ask each person TO SHARE their FEELINGS about the situation. ______
- Ask each person to REFLECT the other person's FEELINGS. ______

Solve It ?

Peer Mediators will:

- Use the SOLVE It system of generating creative solutions. ______
- Ask each person to ELIMINATE any unacceptable solutions. ______
- Ask each person to AGREE to a solution or combination of solutions. ______
- Ask for a COMMITMENT from each person. ______

AFTER A PEER MEDIATION

AFTER conducting the peer mediation:

1. With your peer mediation partner, review the Peer Mediation Checklist. Did you follow and complete each section of the checklist?

2. Discuss those sections that you felt went well. What made them go well?

3. Discuss those sections that you felt could have gone better. What could you do differently next time to make the mediation process go better?

4. Remember to check back in a day or so with the persons involved in the conflict. How is the solution working? Is everyone still committed to the solution? Make sure you let them know when they're doing a good job of solving the conflict.

SECTION VI

THE FACTS:

Conflict Resolution Information

For Your Staff,

Your Students

And

Your Parents

IN-SERVICE
MATERIALS:

for
Staff & Parents

IN-SERVICE TRAINING

- **Staff**
- **Parents**
- **CHAMPS Students**

It is important for you to train your staff, CHAMPS Students, and interested parents in the best available Conflict, Violence & Gang Prevention information.

You may conduct these in-services yourselves, or feel free to ask someone from the local police department, youth workers or other professional organizations to conduct the following program. They may prefer to conduct one of their own choosing.

To keep it simple, we have provided you with six overhead master copies and a corresponding script. Simply reproduce overhead transparencies by photocopying each master copy onto a blank transparency.

The presentation can be done in approximately 20 minutes, with 15-20 minutes to allow for questions.

Following the Conflict, Violence and Gang Prevention update, parents and staff members need a quick overview of the CHAMPS Conflict Peer Leadership approach, immediately followed by a sample puppet show to illustrate the effectiveness and age appropriate messages of the program.

SCRIPT FOR
CONFLICT PREVENTION OVERHEAD PRESENTATION

Overhead #1 Why Teach Conflict Resolution?: All of us have experienced a growing concern in recent years about the increase of violence and conflict in our society, particularly with our young people and in our schools. This 1994 FBI report on juvenile crime graphically details this concern and our urgent need to find more positive ways to resolve conflicts.

Looking at these statistics certainly gives awareness a focus.

Overhead #2 Why Do Kids Join Gangs?: If you are wondering why kids join gangs, take a look at the needs gangs meet that are not being met for many children in their homes or communities. Helping children find ways to meet these needs in a positive way is the main thrust of this program. (See Grade 5, Step One for more detail.)

Overhead #3 Dare To SOLVE the Conflict: Even very young children (K-3) can learn to solve conflicts. This is taught to the child through the puppet show, songs, and reinforced through follow-up activities. All K-3 children learn to solve conflicts by using this three step model and learning to: CARE, SHARE & DARE.

Overhead #4 Conflict Prevention Curriculum Primary Grades K-3: This chart outlines the conflict prevention curriculum followed from kindergarten through third grade. Each grade level concept is introduced by the puppet show and reinforced by two activities. Fourth through sixth grade students serve as peer leader puppeteers and help to conduct the follow-up activities.

Overhead #5 Conflict Choices Chart: Upper elementary students use a more sophisticated four step model for solving conflicts.

Overlay #5a CARE-SHARE-DARE: (Place on top of Conflict Choices Chart): The upper elementary model expounds upon the previous learned CARE, SHARE, DARE Model presented in kindergarten through third grade.

Overhead #6 Conflict Prevention Curriculum Grades 4-6: This chart outlines the conflict prevention curriculum for grades four through six. At each grade level, students focus on a new step of conflict resolution . The fourth through sixth grade lessons are designed to be conducted by the students themselves with every student serving as a peer leader. Lessons may also be conducted by an adult.

Overhead #7 Clear Up The Clouds - 2nd grade Activity: Clear Up the Clouds is an example of a primary (2nd grade) lesson helping students to learn to better solve conflicts by more clearly and specifically stating the problem.

Overhead #8 Mirror Back - 4th grade Activity: Mirror Back is an example of a fourth grade activity which helps students practice the skill of carefully restating another person's concern without changing the meaning or sounding judgmental. Both restating and reflecting are key skills in effective conflict resolution.

Overhead #9 Guidelines for Restating and Reflecting - 6th grade Activity: Sixth graders learn through the Guidelines for Restating and Reflecting Study Sheet to better listen to others' problems and clarify communication by restating and reflecting what they heard.

Overhead #10 Checklist for Peer Mediation: In mediating conflicts, peer mediators will use their skills to follow a series of items on the Checklist for Peer Mediation. Carefully following these items will help students mediate conflicts in a variety of situations.

Overhead #1

WHY TEACH CONFLICT RESOLUTION?

Between 1982 and 1993:
- Robbery arrests increased by 22%.
- Assaults increased by 95%.
- Murder increased by 128%.

Every school day nationwide:
- 160,000 students skip classes because they fear physical harm.
- Forty are hurt or killed by firearms.
- More than 6,000 teachers are threatened.
- 260 teachers are assaulted.

Real Fears:
- Every 2 hours a child dies from gunshot wounds.
- 30 children are injured daily by gun violence.

Costs (on average):
- Incarceration = $15,000 to $30,000 per year.
- Treatment for substance abuse = $10,000 to $15,000.
- Hospitalization for gun injury = $14,434, enough for a year's college.

Sources: FBI 1994 Juvenile Crime Report, National Education Association and Children's Defense Fund

WHY DO KIDS JOIN GANGS?

Need for Identity

People have a need to feel good about themselves and who they are. We need to be recognized as important and capable. Many people fill this need by making good grades, being a good ball player, or participating in activities they can do well.

Need for Belonging

We all need to feel a part of something larger than ourselves. We want to be cared about, supported and needed by others; we often meet this need through our family or good friends.

Need for Protection / Need to Avoid Intimidation

The need to feel safe from harm is a very basic human need. We don't want to be physically or emotionally hurt.

Often young people join gangs to be protected from attacks by outsiders coming into their neighborhoods.

Sometimes kids are almost "forced" to join a gang through extreme, even violent, peer pressure. They are intimidated into joining.

The gang is looked to by gang members as an authority for providing protection, just as most people look to the police or a responsible adult as an authority.

Need for Money

Many sophisticated gangs are involved in criminal activities which can bring in money. There are countless examples in our society of the "importance" of having things, which only money can buy. Some kids see joining the gang as a way of getting that money. Most people find ways to earn money honestly. They also realize that "having things" really isn't that important.

Overhead #3

DARE TO SOLVE THE CONFLICT

There are three steps to resolving conflict.

1. **CARE** About The Facts
   - Talk clearly about your problem.
   - Listen well to the other person's point of view.

2. **SHARE** The Feelings.
   - Telling your feelings to one another often helps everyone.
   - It helps both people understand each other.

3. **DARE** To Work It Out!
   DARE to work it out means **solving** the conflict by finding an answer that both people like. There's a special trick to help you find a good answer to the conflict. You should **SOLVE** the conflict.

   Follow these steps:

   Set a time limit (2-3 minutes).
   Open your mind.
   Let go of judgment (no put-downs).
   Voice all ideas.
   Every idea gets written down.

When you follow these steps, you will have a list of possible ideas. Choose the one (or ones) you and the other person both like to **solve** the conflict. Do it.

The **SOLVE** steps are sometimes called brainstorming.

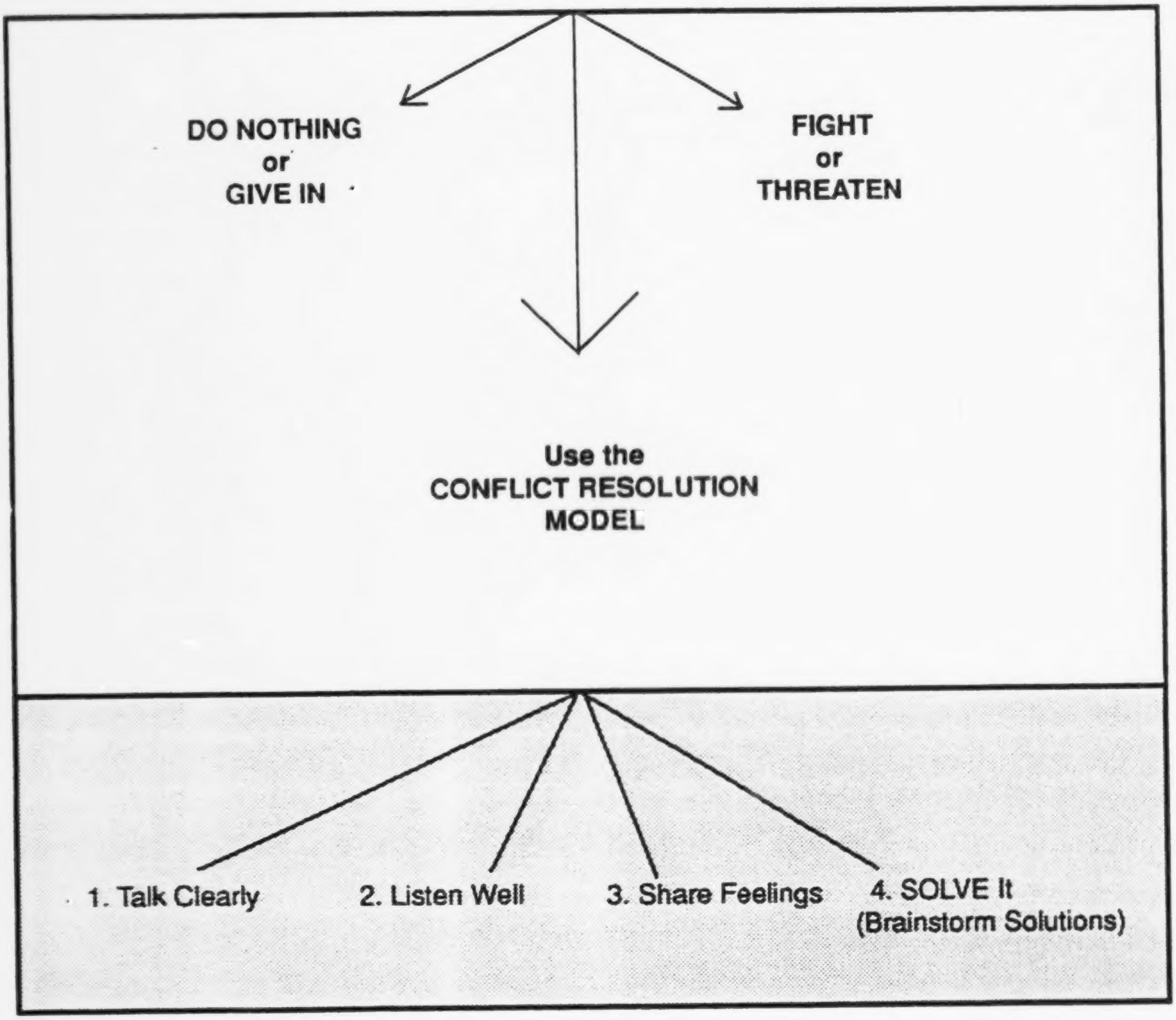
Overhead #4

CONFLICT PREVENTION CURRICULUM
PRIMARY GRADES K-3

GRADE	KEY MESSAGE	PUPPET SHOW AND ACTIVITIES	PEER LEADERS FROM K-5 SCHOOLS	PEER LEADERS FROM K-6 SCHOOLS
Kindergarten	Conflicts are Natural	6:24 Minute Show plus **Care Share Dare** and **Friendship Face-Off**	Grade 4	Grade 4
First Grade	Talking Clearly and Listening Well is Important to Resolve Conflict.	7:10 Minute Show plus **Clearing up the Clouds** and **Say It Again Sam**	Grade 4	Grade 5
Second Grade	Understanding Your Feelings and Others Feelings	6:15 Minute Show plus **Feeling Groovy** and **Seeing Both Sides**	Grade 5	Grade 6
Third Grade	Conflicts Have Solutions	7:10 Minute Show plus **Dare To SOLVE the Conflict** and **You Can SOLVE It**	Grade 5	Grade 6

Overhead #5

CONFLICT CHOICES



DO NOTHING
or
GIVE IN

FIGHT
or
THREATEN

Use the
CONFLICT RESOLUTION
MODEL

1. Talk Clearly
2. Listen Well
3. Share Feelings
4. SOLVE It
(Brainstorm Solutions)

Overlay # 5 a

CARE
to get the
facts

SHARE Feelings
Yours and Theirs

DARE
to Solve the Problem
Use brainstorming

Overhead #6

CONFLICT PREVENTION CURRICULUM
GRADES 4-6

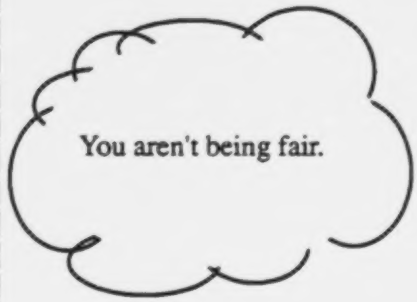
STEP NUMBER	GRADE 4 MEDIATING YOUR OWN CONFLICTS	GRADE 5 AVOIDING GANGS AND VIOLENCE	GRADE 6 BECOMING PEER MEDIATORS
STEP ONE: **Talk Clearly**	• Introduce Conflict Resolution • Clear Language	• Straight Talk About Gangs • Why Do Kids Join Gangs? • Meeting Your Needs Positively	• Review Conflict Resolution • Introduce Peer Mediation Model • Peer Mediator Talk
STEP TWO: **Listen Well**	• Active Listening	• De-Escalating Angry Confrontations • Listen them Down Role Plays	• Body Language • Tone of Voice
STEP THREE: **Share Feelings**	• Owning Feelings • Restating Feelings	• All About Anger • Anger Triggers • Handling Our Anger	• Facilitating Feelings • Restating and Reflecting
STEP FOUR: **SOLVE It (Brainstorm Solutions)**	• SOLVE It 5 Step Model • Conflict Role Play	• Clarify Conflict Resolution Model • Considering Consequences	• Limits of Peer Mediators • Resources for Peer Mediators • Conducting Peer Mediation

Clearing Up The Clouds

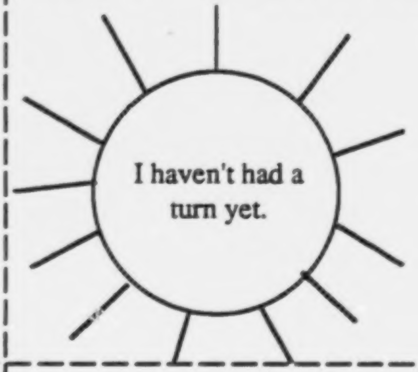
Clear sentences make a word picture that you could draw.
Cloudy sentences use words that are not clear. They can mean many different things.

Directions:

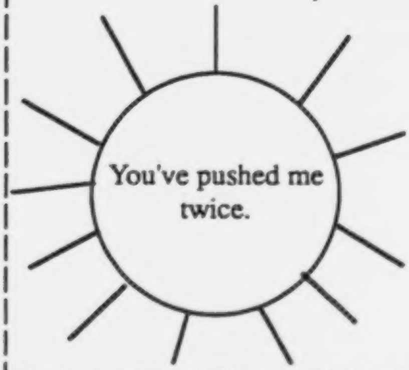
Cut out each of the boxes below. Paste the sentences that are "cloudy" on the cloud side of the page. Paste the sentences that are clear on the sunny side of the page. Place a sunny clear sentence across from any cloudy sentence it helps to explain.



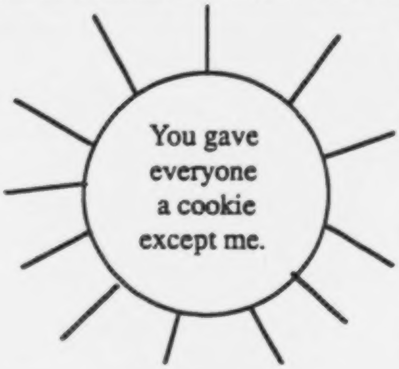
You aren't being fair.



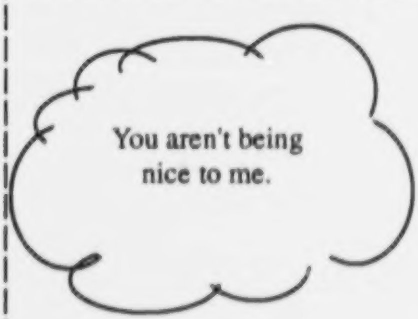
I haven't had a turn yet.



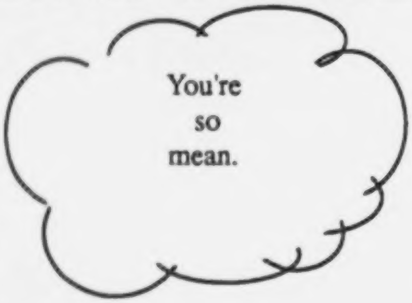
You've pushed me twice.



You gave everyone a cookie except me.

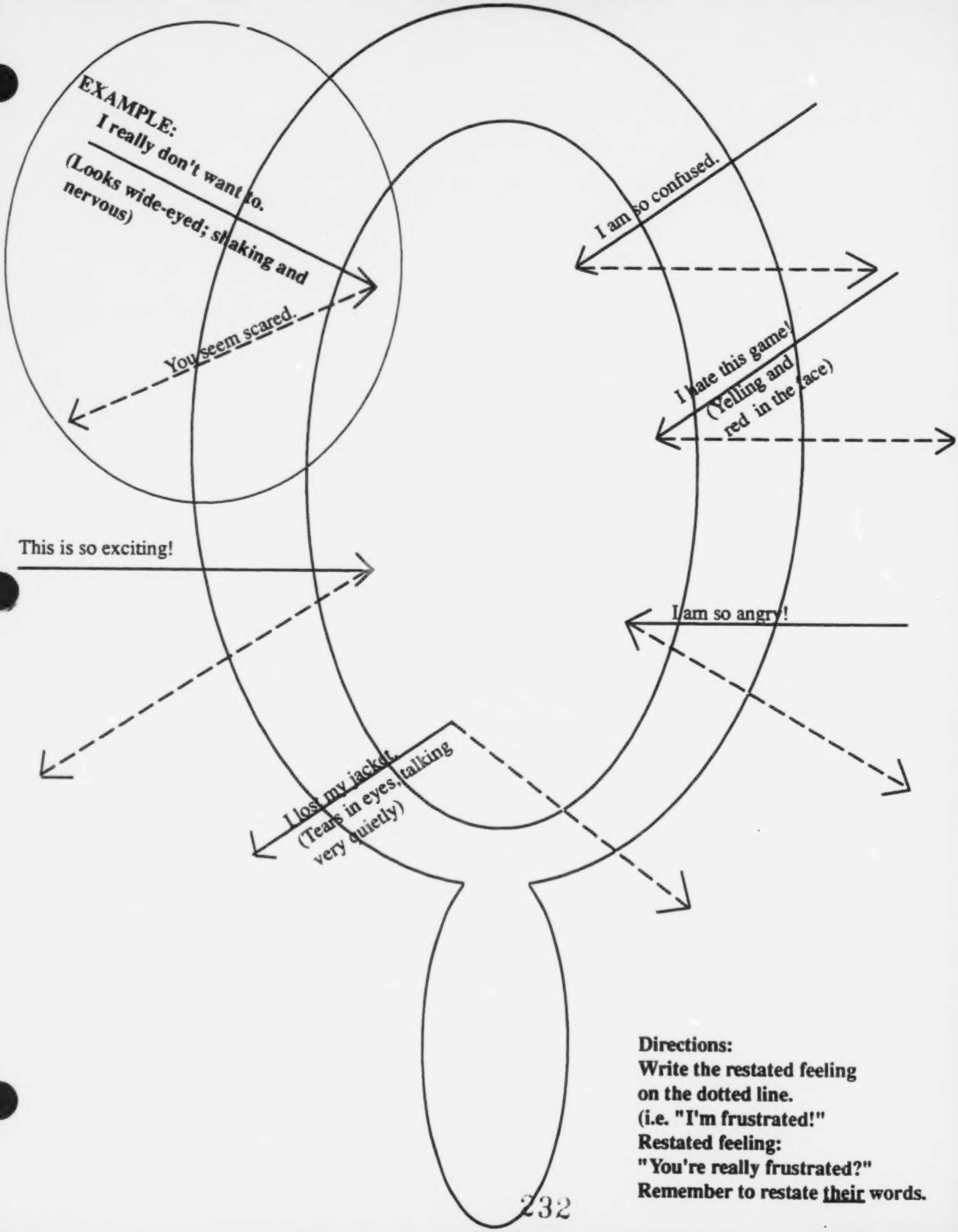


You aren't being nice to me.



You're so mean.

MIRROR BACK


EXAMPLE:
I really don't want to.
(Looks wide-eyed; shaking and nervous)
You seem scared.
I am so confused.
I hate this game!
(Yelling and red in the face)
This is so exciting!
I am so angry!
I lost my jacket.
(Tears in eyes, talking very quietly)

Directions:
Write the restated feeling
on the dotted line.
(i.e. "I'm frustrated!"
Restated feeling:
"You're really frustrated?"
Remember to restate their words.

Overhead #9

GUIDELINES FOR RESTATING AND REFLECTING

RESTATINGS:

1. Use their words.
2. Don't change the meaning.
3. Are asked like a gentle question.

REFLECTING FEELINGS:

1. Say the feelings you think they are feeling.
2. Start gently with "You seem to feel..." or "You sound like you feel..."
3. Consider "under the surface," feelings (i.e.) "You say you are angry, but you really sound more hurt."

Overhead #10

CHECKLIST FOR PEER MEDIATION

PEER MEDIATOR MUST ASK SELF. . . . . . .
Did I help those in conflict to:

Check, if done

Talk Clearly ?

Peer Mediators will:

- Ask each person if they WANT HELP. ______
- Ask each person if they are willing to TALK, LISTEN, SHARE FEELINGS AND SOLVE IT. ______
- Ask each person to TELL THE FACTS of what happened. ______

Listen Well ?

Peer Mediators will:

- Ask each person to listen to THE FACTS as seen by the other person. ______
- Ask each person to re-state the others' FACTS. ______

Share Feelings ?

Peer Mediators will:

- Ask each person TO SHARE their FEELINGS about the situation. ______
- Ask each person to REFLECT the other person's FEELINGS. ______

Solve It ?

Peer Mediators will:

- Use the SOLVE It system of generating creative solutions. ______
- Ask each person to ELIMINATE any unacceptable solutions. ______
- Ask each person to AGREE to a solution or combination of solutions. ______
- Ask for a COMMITMENT from each person. ______

OUTLINE FOR STAFF IN-SERVICE

1. Use overhead masters and script for presentation.

2. Discuss why using peers works and gets results. See Section I of the Manual.

3. Show themes and messages for each grade level. See Section V.

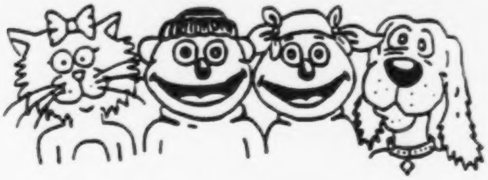
4. Conduct one of the K-3 puppet shows.

5. Explain the process and get input from staff on scheduling the puppet shows for grades K-3.

OUTLINE FOR PARENT IN-SERVICE

1. Use overhead masters and script for presentation.
2. Discuss why using peers works and gets results. See Section I of the Manual.
3. Conduct one of the K-3 puppet shows.
4. Questions and answer time.
5. Sign up sheet for parents who would like to work with puppeteer teams.

SAMPLE PARENTAL NOTIFICATION LETTER



Dear Parent or Guardian:

We would like to invite you to attend a Parent In-service on our Conflict Prevention Peer Puppet Program. We know you will enjoy the presentation as well as the puppet show.

The meeting(s) will be held on ____________ (day of week), ______________ (month, day, and year), from ______________ (time) to ______________ at ______________________________________ (place) to provide parents with an opportunity to preview the Conflict Prevention Peer Puppet Program. All instructional materials will be available for your inspection.

We look forward to seeing you and discussing this important topic with you.

Sincerely,

(School Principal or District Superintendent)

GENERAL
GANG & VIOLENCE
FACTS
&
INFORMATION

A Sampler of Gang Identifiers

(May vary in different locations)

Symbols	Distinctive symbols, such as stars with 6 or 5 points, crowns with pointed or rounded tops, or rabbit heads with straight or bent ears, are used in graffiti, on clothing, and in jewelry.
Signals	Arms are folded in a certain way, or fingers are used to form distinctive hand signals.
Graffiti	Symbols and slogans are displayed on buildings, streets, or property to mark a gang's territory; an opposing gang may display another gang's symbol upside down as a sign of disrespect.
Slogans	Phrases and terms with specific meanings for gang members.
Right/Left Rule	Positioning of an identifying item on the left or right side, such as a bandanna hanging from a pocket, fastened to a belt loop, or tied around a leg.
Colors	Colors and color combinations are chosen by gangs and often used in clothing, shoes, hair decorations, beads, and earrings.
Clothing	Clothing commonly worn by gang members include: • Jogging suits in gang colors; • Sweatshirts worn with hood showing gang colors; • Hats tilted in a certain way, in gang colors or with gang insignia; • "New Wave Star," layers of head-covering material worn under the hat and hanging down the back, with gang colors and/or symbols; • Single glove, worn on either the left or right hand; • Gym shoes in distinctive color combinations of shoe and laces, such as two sets of colored laces in one or both shoes, or with the tongue turned up in one and down in the other; • Pockets with insides dyed in gang colors: • Pants legs rolled up on right or left.
Jewelry	Includes earrings worn on the left or right ear; rings worn on certain fingers; necklaces, bracelets, or key rings in gang colors or with gang symbols.

Buttons	Imprinted with the gang's symbol or slogan.
Hairstyles	These may include designs cut into the hair, colored beads or barrettes, colored streaks on different sides of the head, pony-tail bands of different colors, or combs worn in the hair.
Fingernails	Two nails painted with gang colors on left or right hand.

(Reprinted with permission from *Journal of Emotional and Behavioral Problems,* Spring 1992)

A Sampler of Gang Terms

(As with all such lists, these terms are constantly changing)

Book	run
Check it out	listen to what I have to say
Crank	a mentally unstable person
Demonstration	a gang fight
Dis	show disrespect
Drop a dime	snitch on someone
Dropping the flag	leaving the gang
Everything is everything	it's all right
Gang banger	gang member
Gang banging	gang activity
Get down	fight
Gun up	get ready to fight
Home boy	someone from the same gang, a friend
Hood	neighborhood
Jiving	attempting to fool someone
Kite	a letter
Packing	carrying a weapon
Popped a cap	shot at someone
Represent	demand to indicate gang membership
Ride	a car
Ride on	go to attack a rival gang
Take out of the box	to kill someone

(Reprinted with permission from *Journal of Emotional and Behavioral Problems*, Spring 1992)

LEVELS OF INDIVIDUAL GANG INVOLVEMENT

LEVEL 1. FANTASY - 10% OF GANG MEMBERSHIP

1. Knows about gangs from newspapers, newscasts, the movies.
2. May know about "real" gangs.
3. May know gang members but does not associate.
4. May like, respect or admire a gang, gang member of the lifestyle.
5. Sees gang members "living out a fantasy".

LEVEL 2. AT-RISK - 20% OF GANG MEMBERSHIP

1. Has personal knowledge of gangs and gang members.
2. Casually and occasionally associates with gang members.
3. Lives in or near gang turf.
4. May like or admire gangs or gang members.
5. May like or admire gang lifestyle but does not participate.

LEVEL 3. WANNA BE ASSOCIATES - 40%

1. Personally knows and admires gang members.
2. Regularly associates with gang members.
3. Finds many things in common with gang members.
4. Considers gangs and gang related activities normal and acceptable.
5. Is mentally prepared to join a gang.

This group of young people move in and out of gang membership on the basis of interest in the activities, or a particular activity. They may claim identification / affiliation /association with a gang in order to impress peers, or to develop an improved position within their peer group. Intervention/education must occur early in the lives of these youth.

LEVEL 4. GANG MEMBER (IN TRAINING) - 20%

1. Is officially a gang member.
2. Associates almost exclusively with gang members to the exclusion of family and former friends.
3. Participates in gang crimes and other gang related activity.
4. Has substantially rejected the authority or value systems of family and society.
5. Is not yet considered a hard-core by fellow gang members or others.

They associate with the gang as a member in order to gain status and recognition. They may wear full or partial "colors", attend gang social functions, exhibit tattoos and other symbols and participate in flashing signs and less meaningful graffiti. This group tends to represent a large percentage of gang related juveniles.

LEVEL 5. HARD CORE GANG MEMBER - 10%

1. Totally committed to the gang and gang lifestyle.
2. Totally rejects anyone or any value system, other than the gang.
3. Is considered hard core by self, other gang members and authorities.
4. Will commit any act with approval or demand from the gang.
5. Does not accept any other authority other than the gang.
6. Has fully submerged personal goals for the collective goals of the gang.

Characterized by the few that thrive on the totality of gang activity and violence. They "bang" everyday by using the gang as a vehicle to manifest their own violence. "Flashing signs" is the primary means of initial communication, and criminal activity dominates a large portion of portion of their existence. The hard-core are generally the leaders, the most violent, the most streetwise and the most knowledgeable in legal matters. They are usually liked and respected by outsiders, as well as other gang members.

(Reprinted with permission from *New Futures For Little Rock Youth, 1993)*

Every school day ...

...at least 100,000 students tote guns in school.

...160,000 skip classes because they fear physical harm.

...40 are hurt or killed by firearms.

...6,250 teachers are threatened with bodily injury.

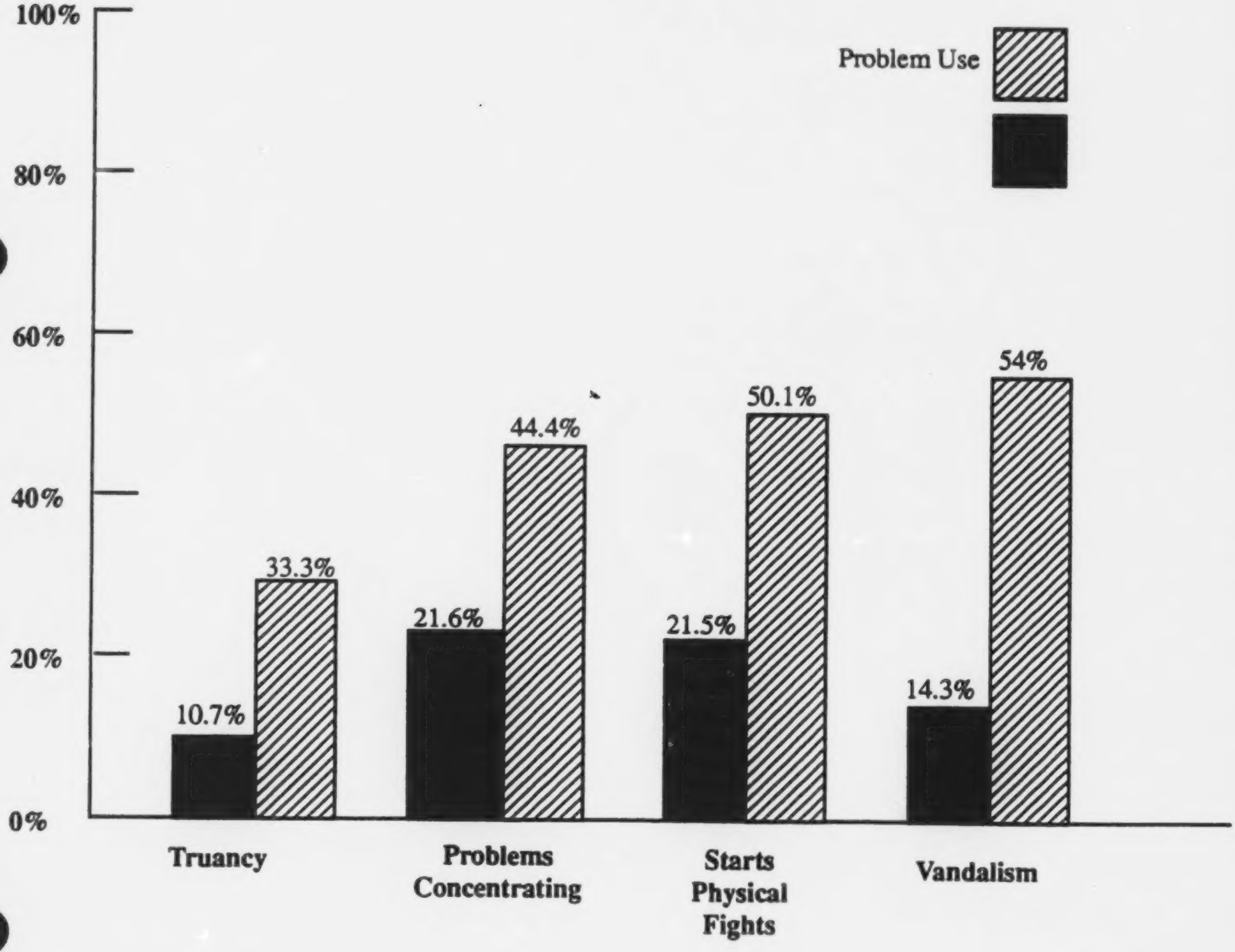
...260 are physically assaulted.

Source: National Education Association
Time, January 25, 1993

The Effect of Alcohol And Other Drug Use Problems On The School Environment

Students who report experiencing alcohol and other drug use problems are:

- Twice as likely to instigate physical fights and have trouble concentrating
- Three times as likely to be truant from school
- Four times more likely to commit vandalism



From Student View Survey 1993 Johnson Institute, QVS Inc. (Minneapolis, MN.)

Reprinted with permission of Johnson Institute QVS

SECTION VII

THE RESULTS:

How To

Evaluate

The Program

And

Your Students

CHAMPS CONFLICT PREVENTION
Primary Grades 1-3
Student Survey
(Pre-Test)

Name of School: ____________________

Circle the answers.

I. I am in (A) 1st grade (B) 2nd grade (C) 3rd grade

II. I am a (A) girl (B) boy

Please circle the correct answer.

(A) YES (True) (B) NO (Not True)

1. Conflict is natural.

   (A) YES (B) NO

2. I know how to solve conflicts.

   (A) YES (B) NO

3. Listening is not an important part of solving conflicts.

   (A) YES (B) NO

4. Talking clearly about facts and feelings helps solve conflicts.

   (A) YES (B) NO

5. Conflicts can't be solved.

   (A) YES (B) NO

6. I know how to use CARE, SHARE, and DARE to solve conflicts.

   (A) YES (B) NO

CHAMPS CONFLICT PREVENTION
Primary Grades 1-3
Student Survey
(Post-Test)

Name of School: ______________________

Circle the answers.

I. I am in (A) 1st grade (B) 2nd grade (C) 3rd grade

II. I am a (A) girl (B) boy

Please circle the correct answer.

(A) YES (True) (B) NO (Not True)

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6. I know how to use CARE, SHARE, and DARE to solve conflicts.

(A) YES (B) NO

CHAMPS CONFLICT PREVENTION
Intermediate 4-6 Grades
Student Survey
(Pre-Test)

Name of School: ______________________

Circle the answers.

I. I am in (A) 4th grade (B) 5th grade (C) 6th grade

II. I am a (A) girl (B) boy

Please circle the correct answer.

(A) YES (True) (B) NO (Not True)

1. Conflicts are a normal part of everyday life.
   (A) YES (B) NO
2. I am confident in resolving conflicts.
   (A) YES (B) NO
3. Conflicts usually have solutions.
   (A) YES (B) NO
4. When two people are in conflict, one is right and one is wrong.
   (A) YES (B) NO
5. Restating and reflecting are not important in solving conflicts.
   (A) YES (B) NO
6. Talking clearly about facts and feelings helps solve conflicts.
   (A) YES (B) NO
7. It is not possible to mediate one's own conflicts.
   (A) YES (B) NO
8. I have no control over my own anger.
   (A) YES (B) NO
9. Listening is not helpful when dealing with an angry person.
   (A) YES (B) NO
10. Peer mediators should judge carefully to decide who is right and who is wrong in a conflict.
   (A) YES (B) NO

11. I can name the four steps of conflict resolution.

(A) YES (B) NO

12. I can use the SOLVE It method of brainstorming.

(A) YES (B) NO

CHAMPS CONFLICT PREVENTION
Intermediate 4-6 Grades
Student Survey
(Post-Test)

Name of School: ____________________

Circle the answers.

I. I am in (A) 4th grade (B) 5th grade (C) 6th grade

II. I am a (A) girl (B) boy

Please circle the correct answer.

(A) YES (True) (B) NO (Not True)

1. Conflicts are a normal part of everyday life.
   (A) YES (B) NO
2. I am confident in resolving conflicts.
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(A) YES (B) NO

12. I can use the SOLVE It method of brainstorming.
(A) YES (B) NO

Outcome Evaluation For CHAMPS Conflict Prevention

School Name ____________________ Contact Person ____________________

Address ____

Phone ____________________________

A. Pre Test: (date administered): ____________

B. Puppet Shows with Student Lessons: (Check each grade level lesson completed)

K __________

Ist __________

2nd __________

3rd __________

C. Post Test: (date administered): ________________

D. Total number of students: ______________________

Please send completed form to:

CHAMPS Peer Leadership, Inc.
14425 N. Scottsdale Rd., Suite 400
Scottsdale, Arizona 85254-3449
Phone: (602) 991-9110

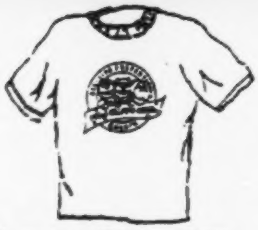
WE WANT TO HEAR FROM YOU

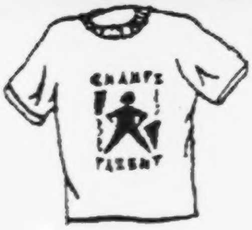
We are anxious to hear from you about your puppeteering peer led activities which have centered on conflict prevention. Please share with us any of the following:

- Feedback from
  - Students
  - Parents
  - Staff
- Pre Test/Post Test Summaries
- Photographs of your students in action with the Conflict Prevention Puppets
- Newspaper articles
- Ideas of your own for using the puppets or reinforcing the prevention messages.
- Success stories, i.e.) A special student who is turned around by taking responsibility as a positive role model.

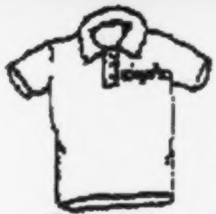
CHAMPS ORDER FORM

Additional CHAMPS materials

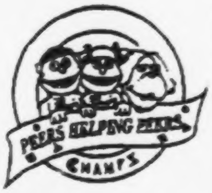

Puppeteer T-shirt $9.50
Puppeteer Sweatshirt $16.50



Parent White only $6.00


Trainer Polo
White only $14.00

Puppeteer Logo enlarged



White Sweatshirt $15.00
Gray Sweatshirt $16.00
Black Sweatshirt $16.50

PACKET ITEMS

Packet Prices:
(includes t-shirt)
Elementary
White $10.50
Gray $11.00
Black $11.50
Middle School $11.00

Folders $1.50

Certificates $ .25

Bumper sticker $ .50

Button $ .50

Pencil $ .25

White T-shirt $7.50
Gray T-shirt $8.00
Black T-shirt $8.50

NOTE:1995 Prices
ADULT SIZES S,M, XL
XXL $1.00 EXTRA

White, Hot Pink & Turquoise
Banner (2'x5') 64.95

Date: **PO#**
Name of School/Organization **PH. # (   )**
Contact person
Address
City **State** **Zip**

QUANITY	SIZE	ITEM	UNIT PRICE	TOTAL

MAIL to:
CHAMPS Peer Leadership, Inc.
14425 N. Scottsdale Dr. • Suite 400
Scottsdale, Arizona 85254-3449
Phone (602) 991-9110 • Fax (602) 998-6928

ALLOW 2 WEEKS FOR DELIVERY

RETURN POLICY:
NO RETURNS AFTER 30 DAYS

Sub-total	
AZ. Residents add 6.7%	
Shippping and Handling 6%	
TOTAL	

CHAMPS
HEALTH PROMOTION SERIES

An innovative approach to serious health issues and prevention issues based on the premise that "Kids Listen To Kids". Older children can be a positive force for teaching younger children about serious issues and CHAMPS will show you how!

HIV-AIDS PREVENTION
Peer Puppet Program

Gives young children age-appropriate, accurate information about HIV, the virus that causes AIDS. Emphasizes facts that promote good hygiene, while safely diffusing fears and encouraging compassion for those infected by the virus.

3 Prevention Puppets, Puppet Training Video, HIV/AIDS Prevention Manual in 3-ring binder with pre-recorded puppet shows for Grades K-5 on six audiocassette tapes. $495.00

For Separate Purchase:
HIV/AIDS Prevention Manual and audiocassette tapes 185.00

CONFLICT PREVENTION
Peer Puppet Program

Teaches students how to resolve their own conflicts, become problem solvers, and also prepares older students as mediators. Fourth, fifth and sixth graders act as puppeteers for the primary grades as well as lead classroom lessons in gang violence prevention.

4 Prevention Puppets, Puppet Training Video, Conflict Prevention Manual in 3-ring binder with pre-recorded puppet shows for Grades K-3 on four audiocassette tapes $599.00

For Separate Purchase:
Conflict Prevention Manual and audiocassette tapes 185.00
Conflict Resolution CAT Puppet $110.00

TOBACCO PREVENTION
Peer Puppet Program

Delivers a powerful anti-smoking message, using age-appropriate, easy-to-understand tobacco facts. Builds the social skills that help young children recognize and resist peer pressure to smoke.

3 Prevention Puppets, Puppet Training Video, Tobacco Prevention Manual in 3-ring binder with pre-recorded puppet shows for Grades K-3 on four audiocassette tapes. $495.00

For Separate Purchase:
Tobacco Prevention Manual and audiocassette tapes 185.00

Date ______________________ **PO #** ______________________

NAME OF SCHOOL / ORGANIZATION ______________________

CONTACT PERSON ______________________ **PH. #** ______________________

Address ______________________

City ______________________ **City** ______________ **Zip** ______________

ITEM	QUANTITY	UNIT PRICE	TOTAL

Mail to:
CHAMPS Peer Leadership, Inc.
10425 N. Scottsdale Rd. Suite [illegible]
Scottsdale, AZ [illegible]
Ph. (602) [illegible] Fax (602) [illegible]

ALLOW 4-6 WEEKS FOR DELIVERY

Subtotal	
AZ. Residents Add 6.7 % Tax	
SHIPPING AND HANDLING (Items purchased *separately* allow 6% for shipping)	
TOTAL	

257

In Case You Don't Know .....

CHAMPS Peer Leadership offers a two day Training of Trainers for five-member school teams. Learn a peer process for elementary, middle and high schools with **school-wide impact.** You will be able to:

- Work smarter, not harder.
- Focus your prevention efforts.
- Turn peer pressure into a positive force.
- Have students become part of the solution.
- Get peer leaders to accept responsibility for creating positive change.

==

_____ I am interested in CHAMPS Peer Leadership Training information.

Send information to:

Name ______________________________

School/Organization ______________________________

Address ______________________________
City State Zip Code

Phone ______________________________

Mail this to:

CHAMPS Peer Leadership
14425 N. Scottsdale Rd., Suite 400
Scottsdale, AZ 85254-3449
(602) 991-9110

ACKNOWLEDGMENTS

The folks at CHAMPS:

Sue Harrison

Dee Dalton, for her incredible creativity, matched only by her patience.

and especially Ann Underwood for many long hours spent typing, proofreading and re-typing. Thanks.

Hawes Corporation, creators of McGruff's Crime Prevention and Child Protection Program for providing the puppets and pre-recorded programming for the Conflict Prevention Peer Program.

Bill Hawes, for his continued support.

Robin Nelson, for his unrelenting creativity, humor, good cheer and professionalism.

Dave Sanders

ABOUT THE AUTHORS

PATRICIA EPPS began specializing in drug and alcohol prevention when she attended School Team Training for the United States Department's Regional Training Center in 1985. The following year she served on the training staff. While a teacher in the Paradise Valley Unified School District in Phoenix, Arizona, Ms. Epps coordinated and designed a prevention curriculum program for a middle school which received the White House Recognition Award and was the only middle school in the United States to be listed in the U.S. Department of Education's booklet "Schools Without Drugs." Ms. Epps served as Prevention Coordinator for the Paradise Valley Unified School District in Phoenix, Arizona. Pat is one of the original developers of CHAMPS, a positive peer leadership program which targets fifth through eighth graders, CHAMPS II for high school youth, CHAMPS HIV/AIDS Prevention Program, and most recently, the Tobacco Prevention Peer Program. Ms. Epps conducts training for teachers and students across the country, specializing in school staff retreats and district School Team Training events. Pat has taught at the elementary, middle and high school levels. She holds a life-time teaching credential from the State of California and has done extensive work in curriculum development and programs for high risk youth. Pat holds a Bachelor of Arts Degree with an Education major from San Jose State University and has done Graduate work at Ottawa University.

SUSAN SCHWEIKERT currently serves as Vice President of SCSI Inc., a national business and educational consulting firm located in Dallas, Texas. Ms. Schweikert is the former Coordinator of the Human Services Center Magnet School, Dallas Independent School District, an alternative high school for students interested in the fields of social work, psychology, education and child development. Susan was a Reading Specialist to the Urban Kansas City School District and has served as Assistant Director of the University of Missouri Reading Clinic. A consultant to the U.S. Department of Education since 1975, Ms. Schweikert has provided training for hundreds of urban and rural school districts and businesses throughout the country. She is currently serving as a regular member of the Principles and Practices Training Staff of the YMCA of the U.S.A. Susan holds a Bachelor of Arts degree in Education, a Master's degree in Education, and an Educational Specialist degree in Reading, all from the University of Missouri.

ALISON VALLENARI has spent 20 years specializing in drug and alcohol abuse prevention and education. She has served as the Director of Training for the United States Department of Education's Southwest Regional Training Center in "The School Team Approach." Prior to that, Ms. Vallenari consulted throughout the Southwest and Midwest Regions of the United States. Ms. Vallenari has served as Training Director for School Team Training Cycles throughout the country, and has provided technical assistance to over 100,000 school and community personnel in some 500 school districts across the nation. She is the former Director of Counseling for Pre-Hab of Mesa, a community drug treatment agency, having conducted prevention support groups in the schools. Alison has taught high school social studies and directed her own private counseling practice. Ms. Vallenari has become a nationally known specialist in Peer Leadership programs, having developed and conducted hundreds of elementary school, middle school and high school peer programs. She is also an original developer of the CHAMPS Elementary and Middle School Peer Leadership Programs, CHAMPS II for high school youth, CHAMPS HIV/AIDS Prevention Program, and more recently, the Tobacco Prevention Peer Program. Alison has a Bachelor's Degree in History Education, a Master's Degree in Secondary Education and a Master's Degree in Counseling Psychology.